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ABSTRACT

Presenting its past, present, and future expectations, the Navajo Junior College and the forthcoming Navajo Culture Center are described in detail in this publication. College information relative to the following is presented: (1) History and Origin; (2) Philosophy; (3) Objectives; (4) Purpose of the Navajo College (to serve the Navajo Reservation); (5) Navajo Community College Bill (Public Law 92-189); (6) Enrollment Information (on-campus, off-campus, total); (7) Employee Personnel Data (total employment, clerical, other classified, professional, instructors, by race); (8) Curriculum and Instruction (Navajo Studies Program, Associate of Arts Degree Program, and Vocational-Technical Program); (9) Navajo Adult Basic Education. (10) Community Agriculture Education; (11) Career Opportunities Program; (12) Pre-College Education; (13) Student Personnel Services; (14) Community Services; (15) Accreditation; (16) Current Construction Information; (17) Preferential Hiring of Navajos in Construction (financing charts). Also presented is the following information relative to the Navajo Culture Center at the Navajo Community College: (1) Identification of Need and Significance; (2) Functions of the Center (a place for Navajo Studies' courses and resources to further Navajo self-image); (3) Drawings of Campus Master Plan with the center; (4) Preliminary Cost Estimate. (JC)

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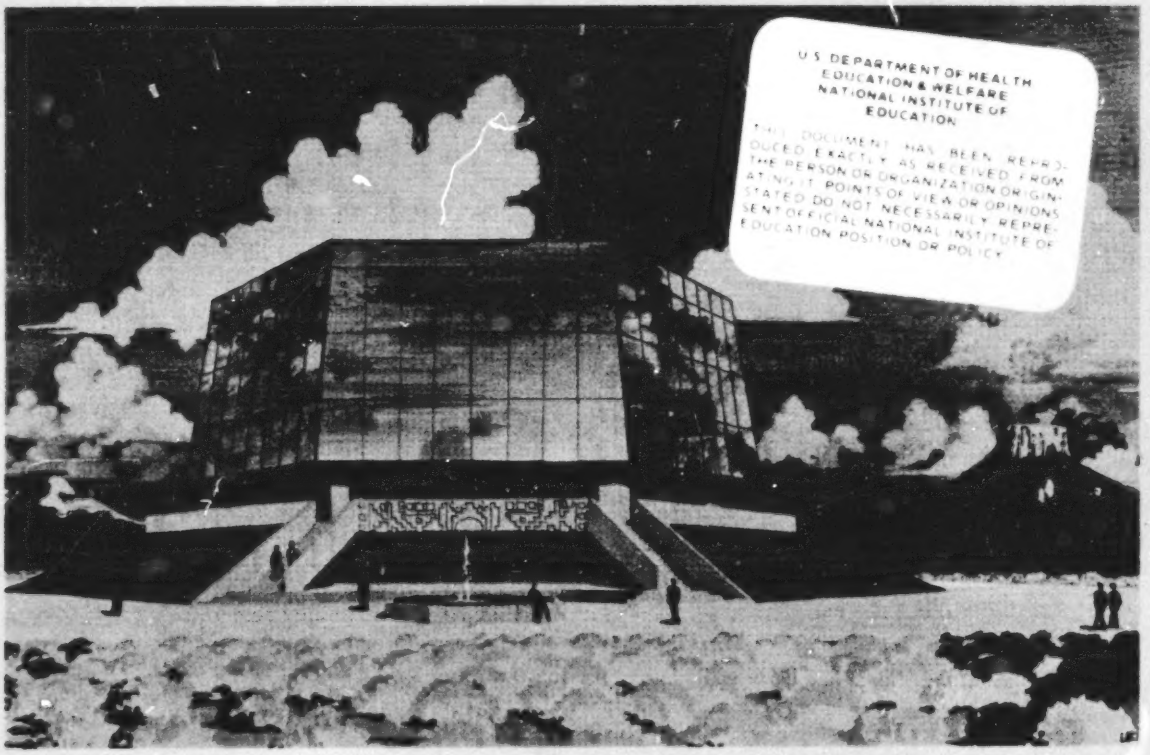
NAVAJO CULTURE CENTER



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AT

NAVAJO COMMUNITY COLLEGE

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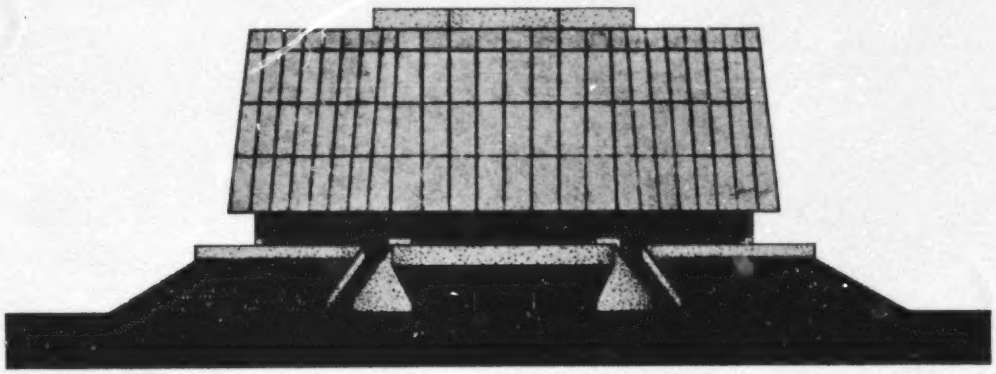
Purpose and Plans

THE NAVAJO CULTURE CENTER

A Shrine and Living Symbol for the Navajo Nation



To Be Located
at
NAVAJO COMMUNITY COLLEGE
Tsaile, Arizona

Prepared
by
The Navajo Community College Press

July, 1972

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COVER: Architect's rendering of the Navajo Culture Center at Navajo Community College. The front of the structure faces east. Tsaile Peak is at the right.

TO FRIENDS
OF NAVAJO COMMUNITY COLLEGE AND THE NAVAJO TRIBE

There are times when individuals, institutions and industries have an opportunity to leave a mark on history which never will be forgotten nor erased. I believe we now face such a unique challenge in constructing the symbolic center for the Navajo Nation. I am referring to our dreams and plans to build as the heart of the Navajo Nation the Navajo Culture Center which is to be located at Navajo Community College at Tsaile, Arizona.

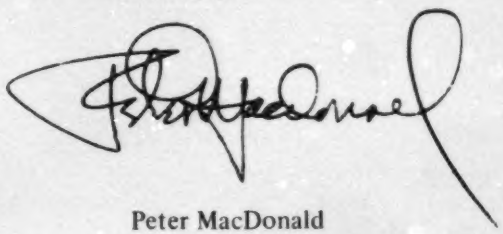
When the forefathers of this great nation planned and built the White House and the Lincoln Memorial they must have known they were building something that would become part of the fiber and soul of the American people.

I am humbly convinced that the task of constructing the Navajo Culture Center now facing all of us is of equal magnitude and significance. The Culture Center not only will be a living symbol of the past, present and future of the Navajo Nation, but also will serve as an educational and functional facility wherein our people can learn the beauty and richness of Navajo life and culture.

I completely believe that the construction of the Navajo Culture Center is unparalleled in both its importance and significance to the Navajo people. We now stand at the threshold of opportunity whereby our physical support can help bring into being this most important structure ever to be built on the Navajo Reservation.

It is my earnest and deepest hope that Americans and American enterprise can join with the Navajo Tribe in bringing about the prompt construction of our Culture Center.

Sincerely,



Peter MacDonald
Chairman,
Navajo Tribal Council

THE BOARD OF REGENTS

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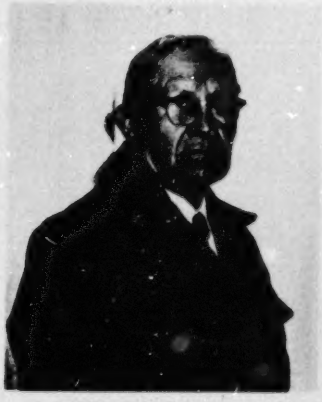


HOWARD GORMAN
(Member, Navajo Tribal Council)

GEORGE JAMES
(Member, Navajo Tribal Council)

PETER MacDONALD
(Navajo Tribal Chairman)

JOHN C. MARTIN
(Chairman, Education Committee,
Navajo Tribal Council)

DILLON PLATERO
(Director, Rough Rock
Demonstration School)

WILSON SKEET
(Navajo Tribal Vice Chairman)

THE PRESIDENT OF THE COLLEGE

DR. NED A. HATATHLI

TWENTY-FIVE STUDENTS ARE GRADUATED

TWENTY-FIVE GRADUATES received two-year Associate of Arts degrees or certificates of proficiency in vocational fields during the College's third commencement exercise in May. Shown here are 20 of the students, with Navajo Tribal Chairman Peter MacDonald (in top center of photo) and President Ned A. Hatathli (at upper right). The graduates pictured, from left, were: Front row – Roberta Foley, Chinle, Ariz.; Ruth Winney, Chinle; Judy Tsosie, Santa Fe, N.M.; Irene Nez, Salina Springs, Ariz. Second row – Verna Harvey, Nazlini, Ariz.; Ester Weston, Aneth, Utah; Betty Patterson, Mexican Water, Ariz.; Rosita Klee, Piñon, Ariz.; Lena Nez, Shiprock, N.M.; Delphine Tsosie, Wide Ruins, Ariz.; Janice Little, Keams Canyon, Ariz. Back row – Joel Charles, Salina Springs; Jimmie Benally, Red Mesa, Ariz.; Alfred Damon, Mexican Springs, N.M.; Gene Jackson, Many Farms, Ariz.; Mike Luther, Many Farms; Jimmie Nez, Rough Rock, Ariz.; Remus Weston, Aneth; Chairman MacDonald; Roger Halwood, Chinle; Leonard Begaye, Chinle, and Dr. Hatathli.

INTRODUCTORY INFORMATION ABOUT NAVAJO COMMUNITY COLLEGE

NAVAJO COMMUNITY COLLEGE

History and Origin

For twenty years the Navajo people dreamed of possessing their own institution of higher learning located on their Reservation and geared to the needs of the Navajo people. In February, 1966, the Bureau of Educational Research and Services of Arizona State University completed a feasibility study which determined the need for a community college for the Navajo Indians.

In accordance with the recommendations of this study the College was established in July, 1968, after arranging with the Bureau of Indian Affairs for the temporary usage of unoccupied space in the new B.I.A. Many Farms High School facility. The College has operated since that time at Many Farms and has been working diligently to acquire the resources necessary to build its own facility at Tsaile Lake. Growth of the Many Farms High School will permit only limited use of that facility following the spring semester of 1972, and, after the fall term of 1972, the College will be forced to move. Fortunately, college officials were successful in obtaining the funds necessary for Phase I construction which began at the new and permanent campus on August 9, 1971, with that phase scheduled to be completed in time for the spring, 1973, semester.

The permanent campus is located on a 1,200-acre site at Tsaile Lake. It is in the heart of the Navajo Reservation; and, therefore, it will be able to serve a larger percentage of Navajos within a one-hour driving radius than would any other site. More than 33 percent of the total Navajo population resides within a one-hour drive.

Nearly $5 million worth of classroom and dormitory facilities, as well as an additional $1.6 million for water and sewer facilities, are being built under Phase I which will accommodate 500 students. Future construction – Phases II and III – will provide for an additional 1,000 students by 1976. Having its own campus will greatly enhance the College's spirit, operation and abilities.

Philosophy of the College

Navajo Community College is directed and guided by the following principles, as stated in its 1972-'73 catalog:

A. For any community or society to grow and prosper, it must have its own means for educating its citizens. And it is essential that these educational systems be directed and controlled by the society they are intended to serve.

B. If a community or society is to continue to grow and prosper, each member of that society must be provided with an opportunity to acquire a positive self-image and a clear sense of identity. This can be achieved only when each individual's capacities are developed and used to the fullest possible extent. It is absolutely necessary for every individual to respect and understand his culture and his heritage; he must have faith in the future of his society.

C. Members of different cultures must develop their abilities to operate effectively, not only in their own immediate societies, but also in the complex of varied cultures that make up the larger society of man.

D. In light of the difficulties experienced by traditional educational programs in meeting the needs of individuals and societies, it is important that Navajo Community College make every possible effort to search out and test new approaches to dealing with old problems. It also is important to build the capacity of the College so that it can respond effectively to problems arising out of rapidly changing conditions.

E. To assure maximum development and success of individual students, Navajo Community College accepts the responsibility of providing individualized programs and of assisting students with their academic and social adjustment.

Objectives of the College

The objectives of the College, as outlined in the catalog, are:

A. To provide academic foundations for students who plan to transfer to senior colleges or universities.

B. To provide vocational-technical training programs for students.

C. To provide adult education courses for individuals who desire further education.

D. To provide a program of community service and community development.

E. To provide assistance and consultation upon request to public, church and Bureau of Indian Affairs schools and other organizations or institutions in the area which the College serves.

F. To foster the development and preservation of a healthy pride among Navajo people in their heritage.

G. To serve as a center for development of Indian cultures, with special emphasis on the Navajo.

These goals are carried out in the College's curriculum, which contains basic programs in college transfer (Associate of Arts degree), vocational-technical training and adult education, as well as an extensive department of Navajo and Indian studies. As a community institution, the College not only offers courses and lectures, but it also sponsors such non-academic programs as its livestock breeding service which makes high quality stallions and bulls available to Navajos free of charge.

Why a Navajo College?

According to the American Association of Junior Colleges, in 1971 there were 1,091 junior colleges in the United States. A characteristic of each of these institutions is the fact that it serves a restricted geographical area and is attended primarily by residents from that area. Navajo Community College is no exception. It is attempting to perform that function with regard to the geographical area encompassing the Navajo Reservation.

During the spring semester of 1972 the enrollment was composed of approximately 78 percent Navajos, 8 percent other Indians and 14 percent non-Indians. Students from 9 tribes, other than the Navajo, were attending.

The College is not an exercise in segregation any more than are the other 1,090 colleges. Rather, Navajo Community College is an effort on the part of the Navajo people to provide for themselves an educational institution geared to their needs and area, just as more than one thousand other communities are doing.

This philosophy was stated clearly by Yazzie Begay, an original member of the Board of Regents, who said, "We are not attempting to build walls through the establishment of this College. We are trying to knock walls down. We only want what millions of other Americans already enjoy, and that is our own college designed to serve our own needs."

The Navajo Community College Bill

College and tribal officials, after working hard and constantly for nearly three years, finally achieved a goal of tremendous significance. The act, which officially grants aid to Navajo Community College, is considered by everyone concerned to be the most important accomplishment in terms of the future of the institution.

Public Law 92-189
92nd Congress, H. R. 5068
December 15, 1971

An Act

85 STAT. 646

To authorize grants for the Navajo Community College, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Navajo Community College Act." Navajo Community College Act.

PURPOSE

SEC. 2. It is the purpose of this Act to assist the Navajo Tribe of Indians in providing education to the members of the tribe and other qualified applicants through a community college, established by that tribe, known as the Navajo Community College.

GRANTS

SEC. 3. The Secretary of Interior is authorized to make grants to the Navajo Tribe of Indians to assist the tribe in the construction, maintenance, and operation of the Navajo Community College. Such college shall be designed and operated by the Navajo Tribe to insure that the Navajo Indians and other qualified applicants have educational opportunities which are suited to their unique needs and interests.

AUTHORIZATION OF APPROPRIATIONS

SEC. 4. For the purpose of making grants under this Act, there are hereby authorized to be appropriated not to exceed $5,500,000 for construction, plus or minus such amounts, if any, as may be justified by reason of ordinary fluctuations from 1971 construction costs as indicated by engineering cost indexes applicable to the types of construction involved, and an annual sum for operation and maintenance of the college that does not exceed the average amount of the per capita contribution made by the Federal Government to the education of Indian students at federally operated institutions of the same type. Limitation.

Approved December 15, 1971.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 92-636 (Comm. on Interior and Insular Affairs).
SENATE REPORT No. 92-548 (Comm. on Interior and Insular Affairs).
CONGRESSIONAL RECORD, Vol. 117 (1971):
Nov. 15, considered and passed House.
Dec. 6, considered and passed Senate.

This legislation, signed by President Richard Nixon on December 15, 1971, places an operational floor under the College in that it provides the same level of student support that the BIA would use had a student chosen to attend one of its own post-high-school facilities. In addition, the act provides $5,500,000 of construction funds.

Enrollment Information

The College has enjoyed increases in enrollment, especially for the recent spring term. Although not constant, the trend has been upward since the institution accepted its first students in January of 1969, as is shown on the following chart, "Total Enrollment from Opening Date." It should be noted that the on-campus enrollment, while at the temporary Many Farms location, is severely limited because of the inadequacy of available classroom and dormitory space. The spring semester on-campus total of 347 compared with 286 during the fall of 1971. The 347 consisted of 234 full-time and 113 part-time students, which showed good increases over the 202 full-time and 84 part-time in the fall.

The 347 figure for the spring semester of 1972, when broken down, shows much interesting data, examples of which are:

Tribal, or other, affiliation

Navajo	270
Anglo	50
Hopi	6
Black	4
Sioux	4
Apache	3
Oriental	2
Santo Domingo Pueblo	2
Sioux-Taos	1
Hopi-Laguna	1
Aleut	1
Pueblo	1
Spanish surname	1
Yakima	1

Age

Below 18	3
18-19	48
20-21	82
22-23	59
24-25	36
26 and above	119

Sex

Male	165
Female	182

NAVAJO COMMUNITY COLLEGE

Total Enrollment from Opening Date

Semester	Total Enrollment	F.T.E.[3]	On-Campus Enrollment[1]				Off-Campus Enrollment	
			Total	Part-time	Full-time	Commuter Students	Adult Education[2]	Extension Classes[2]
Spring, 1969	301	289	301	50	251	115	0	0
Summer, 1969	232	174	232	232[5]	0	138	0	0
Fall, 1969	311	293	311	72	239	117	0	0
Spring, 1970	681	561	314	64	250	103	350	0
Fall, 1970	587	491	270	67	203	100	250	67
Spring, 1971	746	612	312	104	208	149	364	70
Summer, 1971	618	464	351	351[5]	0	209	200[4]	67
Fall, 1971	726	595	286	84	202	123	365	75
Spring 1972	797	656	347	113	234	165	365	85

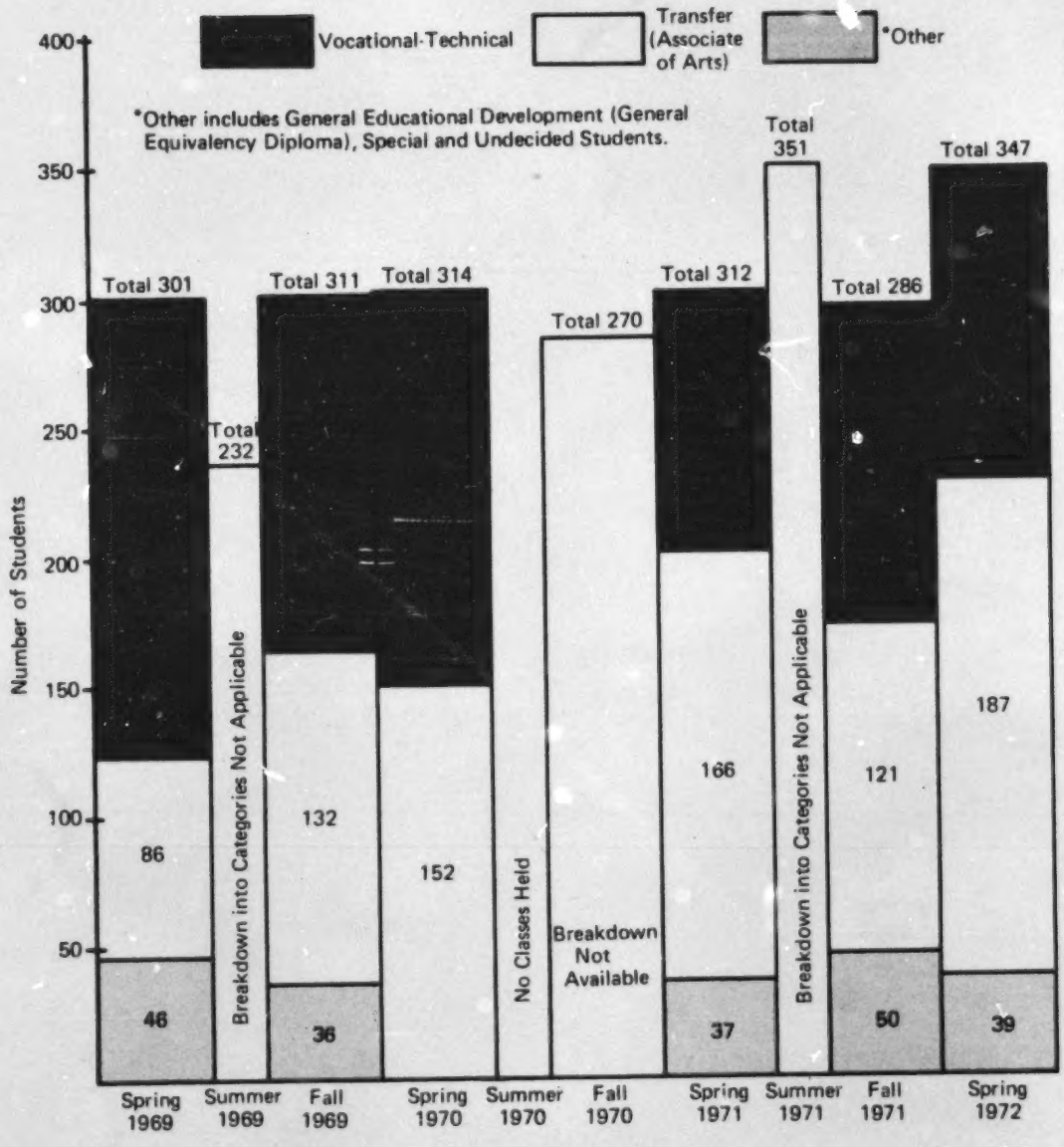
[1]Figures include Indian and non-Indian students. Non-Indian enrollment is approximately 10% of total.
[2]All students in Adult Education and Extension classes are Indian. All such students are part-time commuters. Extension class category includes the College's "Career Opportunities Program."
[3]Full-time equivalency. American Association of Junior Colleges formula: ¾ part-time + full-time = FTE
[4]Summer, 1971, records were not complete. This figure was an estimate by the Curriculum Specialist for N.A.B.E. (Navajo Adult Basic Education).
[5]Summer students can take a maximum of 2 courses, with a total credit limit of 7 for the term. They are counted as "part-time" students for the FTE figure.

Sources: Navajo Community College Registrar; C.O.P. Director; N.A.B.E. Curriculum Specialist.

NAVAJO COMMUNITY COLLEGE

Enrollment by Field of Study from Opening Date

(ON-CAMPUS PROGRAMS ONLY)



Marital Status

Single	223
Married	105
Separated	3
Widowed	2
Divorced	14

Previously Enrolled at NCC

Returning Students	229
New Students	118

Previous College Experience

Attended another college	118
Never attended college	229

Primary and Secondary School Experience

None	8
1-3 years	3
4-6 years	7
7-9 years	19
10-12 years – without high school diploma	41
– with high school diploma	249
G.E.D. certificate	20

Veterans 49

Residences

Dormitory	184
Commuter	163

During the spring semester of 1972 the College had the largest full-time equivalency student enrollment – including all programs – in its history. The FTE figure was 656.*

Employee Personnel Data

College personnel data – including all administration, faculty and staff members – show a varied make-up, with a high percentage of Navajos. The following figures included, at the end of 1971, every factor or project over which Navajo Community College had auspices or which it was sponsoring.

Note that the clerical category included secretaries, stenographers, typists and all clerical personnel; other classified persons included instructional aides, janitorial personnel, etc.; professionals were made up of the President, deans, directors, assistant directors, etc., except instructors, and the instructor category covered all instructors, including those in sponsored projects.

*American Association of Junior Colleges formula: 3/4 part-time + full-time = FTE (Full-Time Equivalency).

These were the statistics:

TOTAL EMPLOYMENT	138	100%
Navajos	85	61.5%
Other Indians	9	6.5%
Others	44	32.0%
CLERICAL	29	100%
Navajos	20	68.9%
Other Indians	5	17.4%
Others	4	13.7%
OTHER CLASSIFIED	17	100%
Navajos	16	94.1%
Other Indians	0	0.0%
Others	1	5.9%
PROFESSIONAL	45	100%
Navajos	33	73.4%
Other Indians	3	6.6%
Others	9	20.0%
INSTRUCTORS	47	100%
Navajos	16	34.0%
Other Indians	1	2.1%
Others	30	63.9%

Curriculum and Instruction

NAVAJO STUDIES PROGRAM

Purpose

The purpose of the Navajo Studies program is to cultivate and encourage pride in being a Navajo and pride in being an Indian. The program is designed to show the vitality and beauty of Navajo and Indian culture, not only in terms of the past but so that one can face, with greater confidence, the opportunities and challenges of the future. All students in the Associate of Arts and Vocational-Technical programs participate in Navajo Studies. The program has been called "the cement that holds the College together."

Objectives

The program has these objectives: 1) To learn and respect Navajo history, culture and language; 2) to learn and understand current programs and problems facing Navajos and other Indians; 3) to learn respect and pride in being a Navajo; 4) to learn respect and pride in being an Indian; 5) to assist in the development of a positive self-image; 6) to recognize the necessity for Indian unity and cooperation; 7) to visit sacred and historical places important to Navajo culture; 8) to visit other Indian tribes and learn about their needs and opportunities; 9) to provide a foundation for the entire curriculum at Navajo Community College; 10) to build bridges between the old and the young; 11) to develop pride in one's heritage and confidence in one's future; 12) to participate in Navajo and other Indian culture with pride and understanding; 13) to learn the history of the American Indian, and 14) to develop publications by Indians, about Indians and for Indians.

Areas Covered

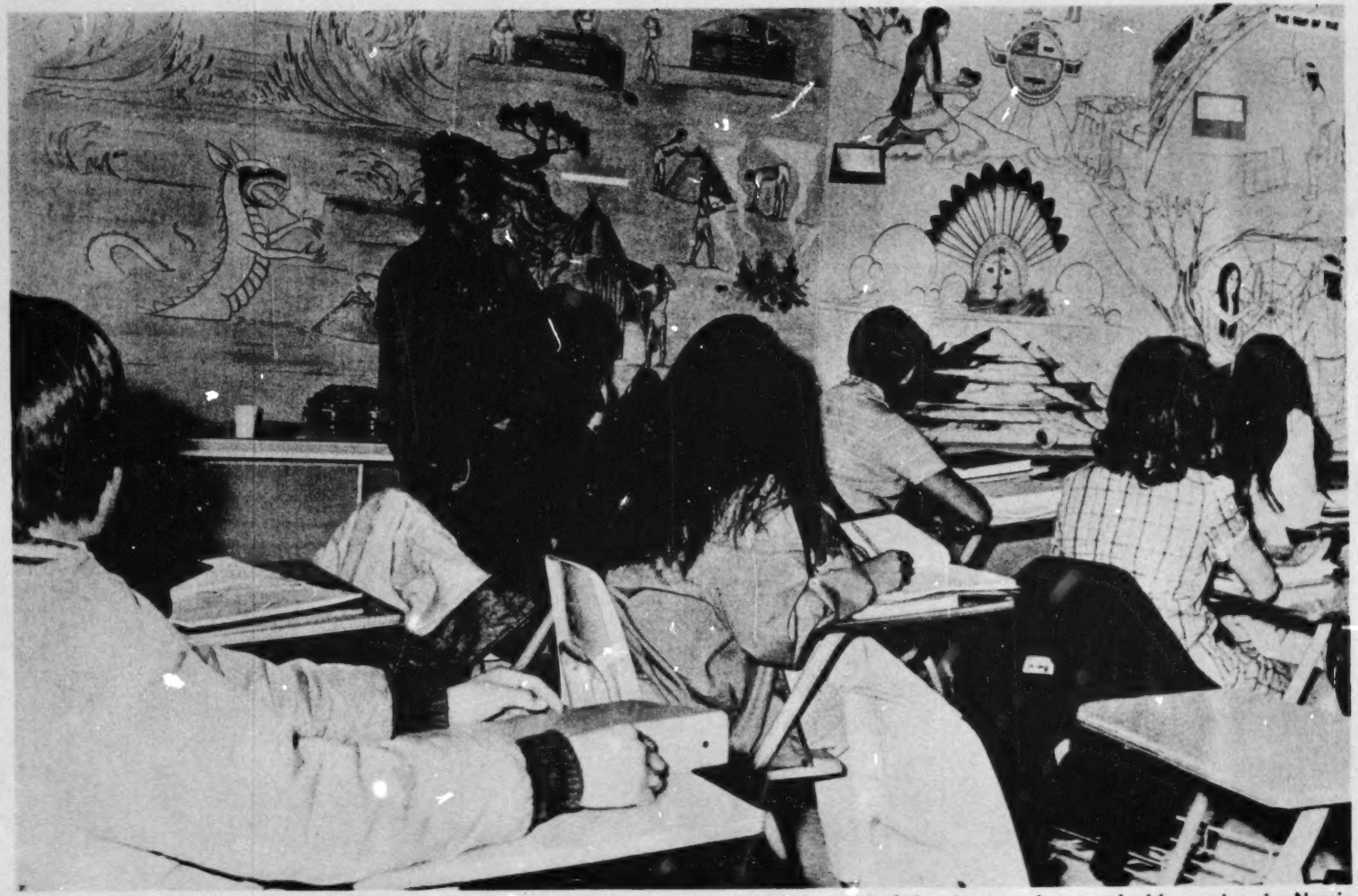
At Navajo Community College the overall program, which includes Navajo Studies and Indian Studies, is labeled "Navajo Studies." The program is divided into two main areas:

1. Courses dealing with the Navajos
    - A. Navajo History and Culture
    - B. Navajo Language
    - C. Navajo Arts and Crafts
2. Courses dealing with other tribes, including the American Indian Seminar

The College's Board of Regents requires that all Navajo students must take a minimum of nine credits in the Navajo Studies program.

Anyone may enroll in the program; courses are open to Navajos, other Indians and non-Indians. Certain courses are taught only in the Navajo language.

Peter MacDonald, Chairman of the Navajo Tribal Council, in discussing the Navajo Studies Program said: "Navajo Studies is the heart, not only of the College curriculum, but of the Navajo people. Without pride in one's self and one's heritage it is impossible to stand confidently and face an unknown tomorrow . . . Strength comes from knowledge and understanding of one's culture – and the result is respect for that culture."



MRS. RUTH ROESSEL, Director of the Navajo Studies program, discusses the ancient history of the Navajos as it is told by the Navajos.

One entire wall of the classroom is covered with murals – by Navajo artist Ray Johnson – depicting legendary and historical events.

Timothy Clashin, a student from Low Mountain, Arizona, commented: "Most of us – the Navajo young people – do not know our history and culture, and, therefore, we do not know where we are going. Navajo Studies make it possible for us to have a sense of direction and a sense of purpose."

Mrs. Ruth Roessel, Director of the Navajo Studies program, remarked: "If the Navajo loses or ignores his own culture he stands weaker and more vulnerable. If he understands and respects his culture he stands strong and tall. Perhaps our Navajo Studies program can help some Navajos to stand taller and help them to realize the dignity and the value of Navajo culture – so that, together, as Americans, we can walk forward with confidence, ready to help each other and to respect each other."

Dr. Ned A. Hatathli, President of the College, said: ". . . Practically every nation in the world has its own educational system based on the unique ways of life and language of that nation; and thus the societies evolve and flourish. The Navajo Nation is no different. It has a distinct culture, history and language. Why should this not be the basic background of all Navajo education?"

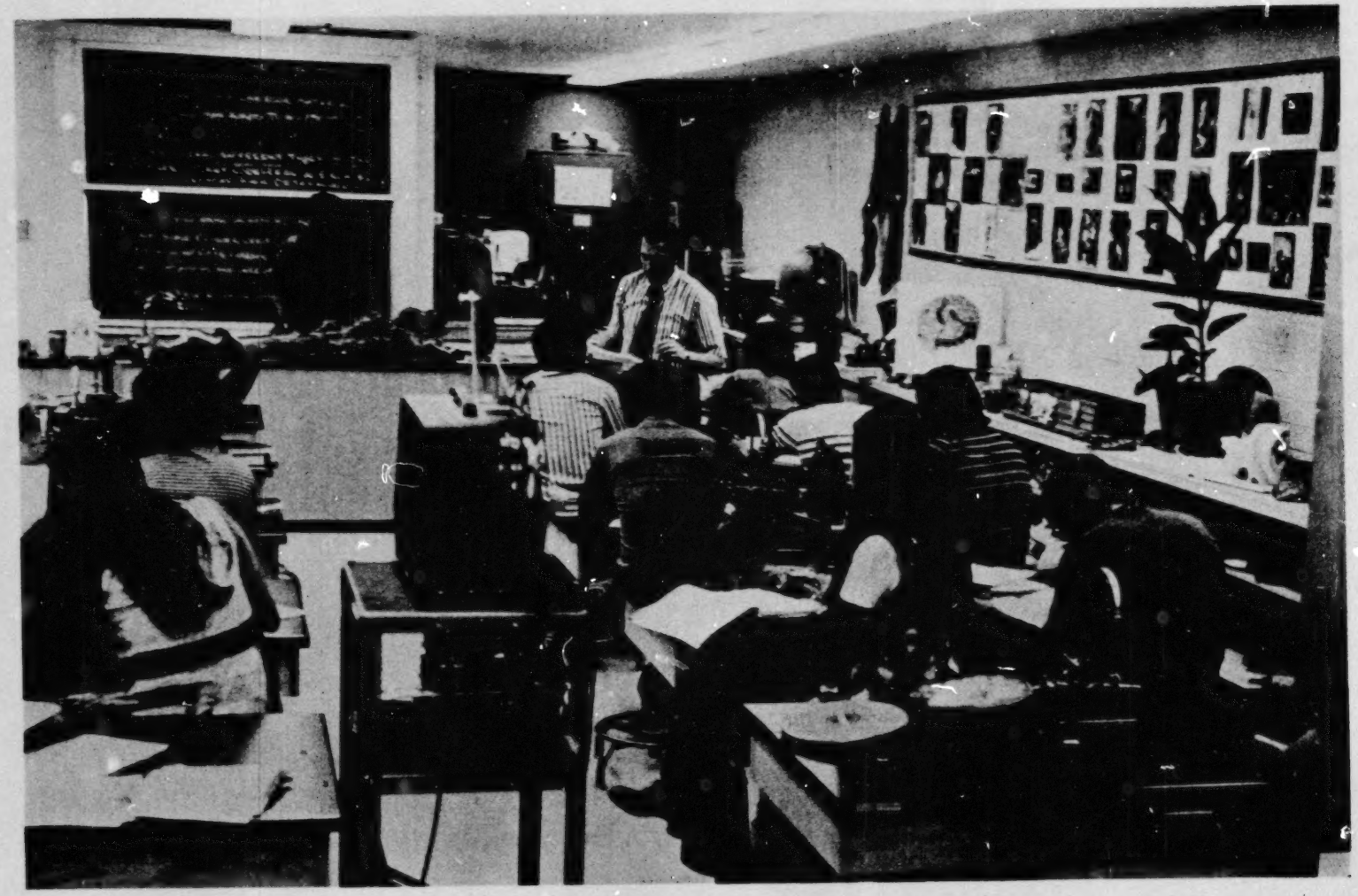
ASSOCIATE OF ARTS DEGREE PROGRAM

The Associate of Arts Degree program at Navajo Community College is designed for students who wish to complete an Associate of Arts degree and/or transfer to a four-year college or university.

The program stresses the development of learning ability and the capacity of students to think, judge and act for themselves. Students cannot grow to this ideal through the mere collection of bits of information or the memorization of facts and theories. The best preparation for independent thought and action is to think and act independently. The Associate of Arts Degree program emerged from a belief that perspective and abilities are achieved by student involvement in problem-solving activities.

While the program generally is not compartmentalized into particular programs designated by career or field titles, it does provide the student with many opportunities to prepare himself for further professional education. The kind of jobs in which Associate of Arts Degree candidates are most interested have a large intellectual component and require a maximum ability for independent thought. These students want to be teachers, social workers, lawyers, doctors, chemists, anthropologists, biologists, business executives, managers, etc. – careers which demand a high order of creative decision-making. The program is designed to help them achieve that ability. In both the Inquiry Circles and the elective courses students can explore, and penetrate as deeply as they wish, a variety of possible career opportunities or fields of knowledge and practice. Thus, each student can organize his learning experiences to suit his own professional and personal goals.

> According to the College Catalog, the Inquiry Circle is a specific device designed to help students achieve the goals of the Associate of Arts Degree program. A student may bring to an Inquiry Circle any question, problem, difficulty or conflict he would like to resolve. It may be a question about his relationship with other people, his values and beliefs, his view of the world, some aspect of the physical or biological world, the Reservation, his career, other tribes, life in Russia or Navajo education. There is no question which cannot become the subject of an investigation if the student so desires.



INSTRUCTOR Jerold (Jerry) W. Judd and part of a biology class.

VOCATIONAL-TECHNICAL PROGRAM

Detailed and scientific studies have been made of the great need for the services of vocational-technical personnel on the Navajo Reservation itself. This research has shown that virtually every qualified graduate of the College's "voc-tech" program can find employment among his or her own people, thus assuring themselves of jobs and, at the same time, performing a real service for the Navajo Nation.

Auto Mechanics and Welding

Excellent work is being done in these areas, but a much better job, with improved quality of learning, will be accomplished when the College moves to its permanent campus at Tsaile. Present facilities can accommodate only the auto and welding shops which share available floor space. When facilities on the new campus are ready, plans call for programs in electronics and in building construction.

Nursing

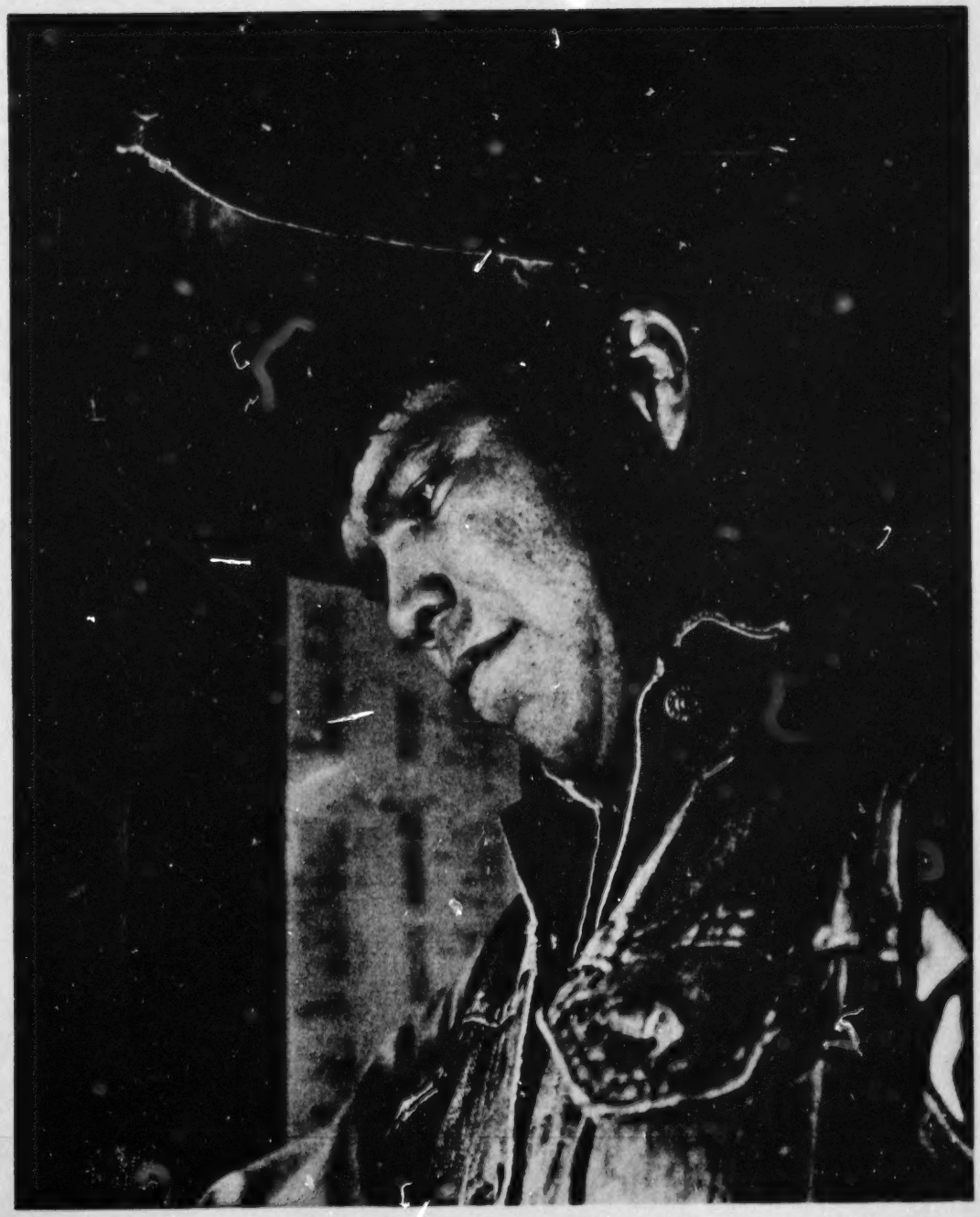
The first group of candidates (five girls) will become registered nurses late this summer (1972), and the College hopes that they will be the forerunners of many thoroughly trained Navajos in this wonderful profession. Thus far, trailers at the Many Farms site have provided facilities for classes, individual conferences and the highly important library. Clinical training has been on a cooperative basis with the Sage Memorial (Project Hope) Hospital in Ganado. The graduates will receive the Associate of Arts degree.

Business

Now part of the Associate of Arts program, some College officials feel that – with this field's success and the career potentials involved – these students would do well to aim at a four-year sequence of study. One-year and two-year certificates are offered in secretarial science.

Drafting-Design

Much worthwhile and practical progress is being made in this area. In addition to classroom routine, the students work on community projects such as helping to design pre-school buildings and training with DINÉ, Inc., of Winslow, Arizona, on types of housing, design, layouts on plots of land, etc.



A STUDENT, Jack Natonie, prepares to do a welding job.

Navajo Adult Basic Education

Adult basic education, sponsored by the College, is continuing to be a successful program, with classes taught at 14 sites – Chinle, Nazlini, Rough Rock, Many Farms, Valley Store, Cottonwood, Low Mountain, Piñon, Whippoorwill, Rock Point, Round Rock, Lukachukai, Wheatfields and Tsaile.

In the fall of 1971, with some 250 participants enrolled, an effort was made to raise the enrollment figure and to find the reasons for fluctuation in attendance. The recruitment campaign was successful, especially in the Chinle, Valley Store and Round Rock areas; and in the spring of 1972 the figure was 375. Reasons for attendance problems centered around 1) lack of transportation, 2) domestic responsibilities such as baby sitting and sheep herding, 3) lack of information about the project's objectives and intentions and 4) undesirable facilities of some classroom sites.

New classes were begun at the Chinle Extended Care Center and in connection with the Chinle Local Community Development Program.

On December 17, 1971, NABE participants from all 14 sites attended the Social Service Fair at the College and learned about the functions of the Job Development Program, Tribal Work Experience, the Veterans Administration, the Local Community Development Program, the Alcoholism Program and the University of Arizona Extension Service. A significant task of the staff was the preparation of a "concept paper" on NABE which was sent to Washington. It contained a brief discussion of the program's objectives and achievements, as well as job descriptions.

Last winter, NABE participated in sponsorship of a three-day workshop on training and handling of horses conducted by Elmer Seybold of Mineral Wells, Texas. The local NABE Review Board met with the staff to discuss and evaluate the intent and operation of the program. Later, five staff members attended the Scottsdale, Ariz., Mini-Institute on Indian Adult Basic Education. John Y. Begaye, NABE Director, was general chairman of the institute which focused on the topic, "What Should Be the ABE Curriculum for Teachers of American Indians?"

Community Agriculture Education

The ultimate goal of Navajo Community College's efforts in agriculture is to provide an educational program in Reservation communities (in addition to Many Farms) that will lead to improved economic development in those communities. Thus far, the Many Farms area has been a model project in such development. Progress has been limited; nevertheless, when all factors are considered, the program has accomplished all it could with the personnel, funds and facilities available.

Objectives of the College's Community Agriculture Education program have been 1) to develop an awareness in the community of the natural resources and alternatives available – in agriculture and in livestock – and 2) to promote the management and technical skills necessary to plan, organize and use those natural resources in economic development. By focusing – concentrating – on the use of resources on a community basis, by developing pride in holding jobs, by helping Navajos to help themselves, and by encouraging work as family units the beneficial results extend to other areas, such as home improvement and a decrease in alcoholism.

Land preparation practices have included deep plowing, disking, leveling, planting and corrugating. Crops have expanded to include trudan grass (as a soil amendment), new

varieties of alfalfa, several varieties of small grains, hybrid field corn and hybrid sorghums -- with emphasis being placed on feed crops rather than on garden crops.

Crop management practices introduced include the use of commercial fertilizers, weed sprays and insect sprays. Soil building has progressed from literally zero to the use of green manure crops, application of wood bark and application of barnyard manure. In irrigation, the use of siphons and sprinkler systems has been introduced. Livestock practices now have changed to combining the use of irrigated pasture with the cow-calf range operation, introduction of new sheep breeds (suffolk, chevy and pure-bred rambouilett), discussion of breeding on specific schedules to promote lambing and calving at pre-determined times, discussion of marketing. Regarding farm organization, a community farm cooperative was organized in 1970, and the cooperative has leased a basic line of farm equipment.

Career Opportunities Program

The Career Opportunities Program is federally supported and is designed to assist sub-professionals in acquiring new skills and education which will enable the participants to advance to jobs offering increased responsibility and opportunity. At Navajo Community College the program has centered at schools in the Chinle area; and, at graduation this year (1972), two COP students received the Associate of Arts degree.

Schools which originally participated in the program, as well as through the 1971 spring semester, were the Chinle Elementary, the Many Farms Elementary and the Round Rock Elementary Public Schools, plus the BIA Elementary Boarding Schools at Chinle and Rock Point and the Rough Rock Demonstration School. A significant move in the summer, 1971, term was the integration of COP students into the first regular summer session conducted on the College campus. Then, with the fall, 1971, semester the COP program was expanded to include the Lukachukai and Many Farms Elementary Boarding Schools (BIA) and the St. Michaels Association for Special Education, Inc., at St. Michaels, Arizona.

In the present program participants are limited to teacher aides who work directly with children in the classroom or dormitory where instructional and counseling skills are required. They must possess necessary qualifications, and they receive from their employers released time to attend classes. They can earn credits toward the AA degree, earn increases in salary and attain high and desirable positions in the educational world.

Thus, the College has accomplished several valuable objectives -- even with the limited means at its disposal. It has: 1) promoted an increased interest in farming; 2) encouraged acceptance of new farming methods; 3) brought about a strong positive attitude toward community development and a rich pride in belonging to that community, and 4) helped to make the cooperative a powerful influence in the community, with plans under way to expand the cooperative into other business enterprises such as food marketing, a service station, a laundry and other endeavors.

Pre-College Education

The Pre-College program focuses chiefly on English as a second language, mathematics and study skills, as well as on matters of attitude, motivation and career planning.

This program cooperates with other learning areas of the College to provide opportunities for students who have not yet completed high school. A student in the

Pre-College program may have one or more of the following objectives: 1) To receive the High School Equivalency Diploma (GED) (General Educational Development): 2) to improve his competency in English; 3) to improve his competency in mathematics, and/or 4) to explore various careers or to begin a program which will lead to a certificate or degree.

Navajo Community College is an institution that respects all kinds of education (or lack of education). It is an "open-door" college to which entrance requires only that the student have a high school diploma or be 18 years of age or older; and the Pre-College Program offers the study and guidance which precedes college entrance and is needed by those who "stopped along the way."

The Pre-College Program, in pursuing the goals listed above, attempts to avoid the traditional Anglo-American system of grading and time-limiting. In other words, it tries to identify needed or desired skills and to help people learn, or attain, insights and attitudes — without time pressures or failure experiences.

The Pre-College program has been developing since the first students enrolled in January, 1969. During the intervening years the number of students has varied between 50 and 100 (approximately) each semester. The age range has been between 18 and 65, although the majority of students have been between 18 and 30 years old. Enrollees have been about evenly divided between men and women. A highly experienced bilingual Navajo instructor teaches the oral English.

Pre-College students have been almost wholly Navajos, although one Apache and one Black have been enrolled.

Student Personnel Services

The term "Student Personnel Services" covers many facets of activity, among which are the academic, vocational, social, personal and health needs of the students. Areas included are housing, food service, health service, counseling service, testing, activities such as movies, trips, dances, other entertainment, student government, student newspaper, intramural sports, clubs and other organizations.

As one of the most significant services, the College maintains an excellent counseling program, with two full-time (12-month basis) highly qualified counselors — a man and a woman (both Navajos) — and two counseling aides. The latter are students who have attended Navajo Community College for at least a semester and who show an aptitude for helping others with their problems. Counseling offices are conveniently located in the dormitory; and every student is made aware of the help that is available and is urged to take advantage of the services and to seek advice whenever he or she wishes. Good rapport is established. All kinds of matters are handled — personal and family problems, completing of forms, money matters, learning (class) difficulties or worries, plans for continuing college educations in four-year institutions, plans and hopes concerning careers . . . in brief, a very wide variety of topics.

The counselors also survey occupational interests; they show and discuss catalogs from four-year colleges and universities; they help veterans by explaining their rights, contacting the Veterans Administration and seeing that the proper financial assistance is forthcoming; they administer GED (General Educational Development) tests each semester, and, in a multitude of ways, they help overcome problems of all kinds.

The Dean of Student Personnel Services feels that one of the most important programs on the campus is the one dealing with mental health. Funds are available to combat personal problems both on the campus and at home. Sometimes parents do not

ELAINE WHITESHIELD, right, a 19-year-old social welfare major from the Sioux Reservation at Fort Totten, N. D., was chosen during the spring term to represent Navajo Community College and the Red Dawn Indian Club as "Princess Red Dawn." At left is runner-up Irene Peters, 21, a Navajo and a first-year nursing student from Gamerco, N. M.

appreciate or understand the problems of their sons and daughters; and five special counselors are available for aid to all Navajos. They visit the homes and frequently arrange, where needed and requested, to help pay for the services of medicine men in conducting the ceremonies needed by individual students. Approximately 50 students were counseled and helped in this manner in the course of the past year (1972); and the dean is convinced that it is a successful mental health program.

The College has reached the point where the Navajo people as a whole are appreciating its importance to them; and graduates are finding that they can get jobs or can transfer to four-year institutions of higher learning without difficulty . . . Counseling and dormitory life are better organized, with dependable staffs. A good type of student is attending and is amenable to college life. He or she wants to go to college and recognizes its value.

Another important aspect of the College's service to its students is the financial aid program. Major fundings have been received from the Department of Health, Education and Welfare's federal student financial aid programs [Educational Opportunity Grants (EOG), College Work Study (CWS) and National Defense Student Loans (NDSL)]. Other funds are composed of private scholarships from various donors, the nursing loan program, Navajo Community College short-term loans, Bureau of Indian Affairs grants, Veterans Administration benefits and tribal scholarships.

During the 1969-'70 academic year a total of $264,894 of federal monies was used by 330 eligible undergraduate students. BIA grants amounted to $2,000; and the college waived about $75,000 in tuition, fees, etc.

In 1970-'71 a total of $255,893 of federal funds was awarded to 270 undergraduate students. BIA grants that year were $42,660, and $9,530 came from various other sources.

During the past year (1971-1972), $238,983 of federal funds were used, with 220 undergraduate students receiving help. BIA grants added $50,000, and other scholarships brought an additional $20,000.

The number of scholarship aid recipients has declined steadily up to the present time because the Financial Aid Office is doing a more thorough and selective job of screening applicants and applying loan and scholarship money.

For the approaching 1972-'73 school year the College anticipates that about $248,000 of federal student aid funds will be used and that the number of eligible students will increase to approximately 330. Other funds, such as BIA grants, scholarships and nursing loans will add some $80,000.

At present, each student is spending about $850 for educational expenses per semester. It should be noted that qualification for awards is based upon detailed eligibility criteria and that their continuation depends upon the students' academic standing and progress.

Library and Learning Center

LIBRARY

Since the College's inception in July, 1968, the Navajo Community College library has made great progress toward its goals in potential collections and services. The total collection of all materials already approaches 20,000 titles, all of them cataloged, classified and processed for rapid retrieval for use by students, staff, Many Farms High School and local residents. In addition to the regular collections acquired to support general instructional programs, the Moses-Donner Collection of Indian Materials receives special attention to meet particular interests and needs of NCC students and staff. Originally funded by substantial donations from Mrs. Lucy Moses of New York (which were matched by grants from the Donner Foundation), continuing funding has been received from many individuals, Health, Education and Welfare (HEW) Title II grants and National Indian Leadership Training (NILT) monies.

The Moses-Donner Collection of Indian Materials already is one of the largest and best of its kind in the Southwest. It contains 4,195 books, 6 motion pictures, 1,034 microfiches, 289 microfilm dissertations, 116 volumes of bound periodicals and 1,800 ephemera (pamphlets, bulletins, flyers, etc.) – for a total of 7,440 items.

Limited staff and space at Many Farms have been major obstacles to even greater growth of collections and development of services. In August, 1971, a second librarian and a second clerk were added by NILT funding, and, as a result, the routine operations have been improved – more comprehensive coverage in the locating of sources of materials for purchase, quicker processing, time to prepare and offer a course in the "Use of Books and Libraries," more time to devote to assisting students, etc. Because signing of the Navajo Community College Bill in December, 1971, assured funding for the construction of a permanent Learning Resources Center at Tsaile, specific planning has been begun and will be

based on decisions now under discussion concerning all aspects of library philosophy and operation in an effort to achieve comprehensive economical and efficient services for the College population for many years into the future.

LEARNING CENTER

The College's Learning Center provides facilities for individual study, utilizing the self-teaching approach. Carrels equipped with individual four-track tape recorders and provisions for slide and film projection are used by students to extend and enrich classroom activities. Audio, tape-slide and motion picture units are being developed by the Center for use in the carrels. Individualized materials are available for Navajo Language, Basic English, American Indian Studies, Science, Vocational and other areas of the curriculum.

In addition, through its graphic arts section, the Learning Center is developing teaching materials to support instruction. The unique nature of the program at Navajo Community College requires that many types of instructional materials be designed and produced locally and specifically for the student population.

Complete facilities and services for the production of tapes, slides, films, printed materials, closed-circuit television programs and other media are available to students and faculty. Students are encouraged to use these facilities in developing class projects.

The Learning Center provides audiovisual services to the College and is training students in photography, offset printing and the operation and maintenance of audiovisual equipment.

Community Services

To be a community college means that the people who established it must be involved in all aspects of its program, projects and policies.

It is the function of this department to be sure that all of the people of the Navajo Nation are completely aware of developments at their College and that the College reflects to the greatest possible degree their wishes. To achieve these goals, Community Services personnel work closely with people in the community, with chapter officials and with the Navajo Tribal Council and other leaders.

The programs which came under the Community Services category early in April, 1972, included Navajo Adult Basic Education, Community Agriculture Education, the Community Range and Livestock Program, the Indian Community Action Program in Technical Assistance and Training, the Indian Community Action Head Start Program and the Navajo Concentrated Employment Program.

Accreditation

A three-stage process must be followed for an institution to be granted accreditation by the North Central Association of Colleges and Secondary Schools:

1. Apply for Correspondent Status – any time.
2. Apply for status of Recognized Candidate for Accreditation (within one year after receiving Correspondent Status).
3. Apply for Accreditation (within a one-to three-year period after being granted Recognized Candidate Status).

Navajo Community College received Correspondent Status before classes began in January of 1969.

Last year, College personnel conducted a prolonged and searching self-examination which resulted in a Status Study that was presented to the North Central Association as Navajo Community College's application to be considered for step No. 2 in the process. North Central accepted the Status Study and sent a committee of five of the nation's leading educators to determine the validity of the College's statements about itself and about its goals and general progress toward them. That committee recommended that Recognized Candidate for Accreditation Status be granted; and the action was taken on March 22, 1972, soon after President Hatathli had met with the review committee in Chicago.

Now the College is preparing for the final step – achieving what was promised in the Status Study and correcting whatever the committee may have found needing attention. The most important factor in the final achievement of full accreditation will be that of the College's end product: Do its students benefit from attending Navajo Community College? College officials hope to achieve full accreditation within two years.

Current Construction Information

On August 4, 1971, in the office of the Tribal Chairman at Window Rock, a contract was signed with the Alfred Brown Construction Company of Salt Lake City, Utah, to erect the following permanent Phase I buildings on the new Tsaile site: General classroom structure, specialized classroom building, gymnasium, 10 dormitories and dining facilities. The contract price was $4,780,138. Also, the Navajo Tribal Utility Authority was granted $1,652,000 by the Economic Development Administration (EDA) with which to contract for the construction of water and sewer facilities; and a contract for $248,000 went to the Neilson Construction Company of Dolores, Colorado, for an access road to, as well as an interior circle drive at, the campus site.

As of the middle of July, 1972, 95 percent of all concrete in Phase I construction had been poured, and approximately 35 percent of the block for the 10 dormitories, the general classroom building and the specialized classroom building had been laid. It was estimated that 48 percent of the total Phase I project had been completed.

Seventy-five Navajos were employed – 95 percent of the work force. They included laborers, carpenters, block layers, plumbers, electricians and equipment operators. As the work progresses, a higher proportion of skilled workers will be employed.

Walls are constructed of split block which resembles the red sandstone mesas and mountains that surround the site. (It is a cinder block produced and split to look like natural stone.) Members of the Board of Regents spent much time finding a supplier who could produce the color and texture desired. The result is in keeping with the pocketbook of the College and the beauty of the neighboring landscape which characterizes that general area of the Reservation.

Bids covering portions of Phase II construction will be opened early in August, 1972. The library-learning center and the student union building will be involved. The remainder of Phase II (10 more dormitories and the Navajo Culture Center) will be built as soon as funds become available – which is expected to be during the 1972-'73 academic year.

Prior to signing of the construction contract, an agreement had been reached with the Bureau of Indian Affairs and the U. S. Park Service to build a road from Chinle along the north rim of the Canyon de Chelly National Monument to intersect with the Lukachukai-Fort Defiance pavement. This road will lie along the north side of the College site and make the campus a 15-minute drive from Chinle.

The route has been surveyed and preliminary clearing done. The project holds first priority in the Tribal Council's road construction plans, and construction should be completed by the fall of 1973.

The superintendent of the Chinle Public School District has recommended the establishment of a trailer type or temporary school at Tsaile until such time as a permanent facility can be completed.

Regarding housing at the new site for faculty and staff, the College compiled a list of 50 faculty members who will need living quarters, and application was made to the Los Angeles area office of the College Housing Program of the Department of Housing and Urban Development. Funds have been reserved for 50 units. In addition, to provide staff housing, application has been made to the Phoenix office of the FHA for 90 units of Program 236 Housing.

Clinical facilities and services will be provided by the U. S. Public Health Service. This phase of campus development is being planned by George E. Bock, M.D., Medical Director of the U. S. Public Health Service for the Navajo Area Indian Health Service, in close cooperation with Mrs. Annie Wauneka, Tribal Councilwoman who has worked very hard and has been highly influential in promoting better health conditions on the Reservation.

Dr. Bock and Mrs. Wauneka hope that the clinic will be built this fiscal year and that its availability will coincide with the opening of classes at Tsaile. When completed, a physician, nurses and other personnel will be on hand to operate the clinic.

Although progress has been slow in the development of commercial facilities near the campus, plans include a shopping center, a service station, a restaurant and a motel.

An access road – of somewhat more than a mile – has been built from Navajo Route 12 (the road from Fort Defiance to Lukachukai, etc.) to the campus. It includes a circular campus drive which overlooks beautiful Tsaile Lake.

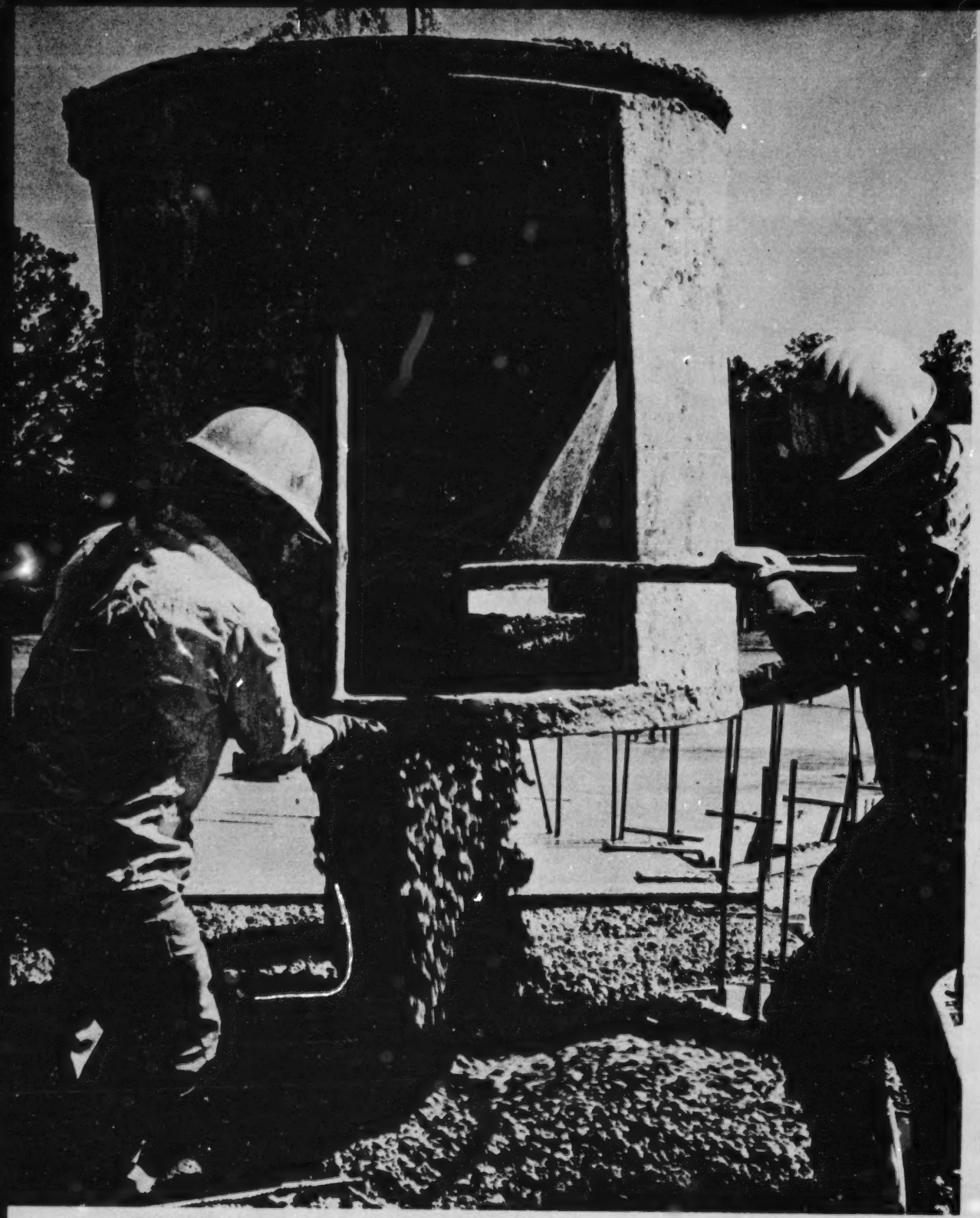
Original plans to use relocatable buildings for arts and crafts, the library and the learning center at Tsaile, as part of Phase I development, have been scrapped; and, since signing of the Navajo Community College Bill last December, plans are going forward to start work on Phase II ahead of schedule, with awarding of the contracts for the library-learning center and the student union. Phase I construction (to accommodate 500 students) should be ready for use by next winter (January, 1973). Completion of Phase II construction should occur by July, 1973, to accommodate another 500 students. Phase III (increasing the total capacity to 1,500 students) will be constructed later.

The Navajo Tribal Utility Authority developed the application, on behalf of the College, to the Economic Development Administration for approximately $1,600,000 for water and sewer facilities. The N.T.U.A. is handling this part of the Tsaile construction. In addition, the N.T.U.A. is taking electric power to the site and is establishing a substation there. The campus will be heated by butane.

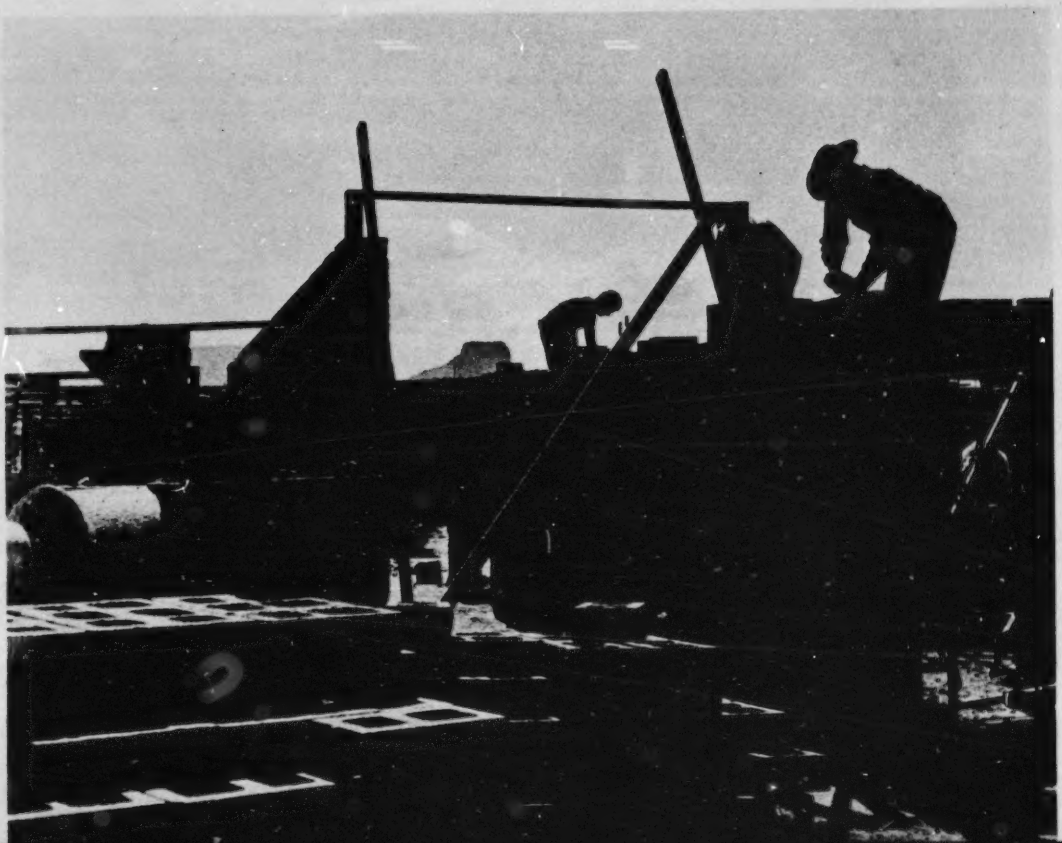
The Navajo Communications Co. will install a new system – an automatic telephone service, the first on the Reservation. Plans are specific. A building will be constructed, and trained personnel will be on hand.

A gasoline service station, to be built by Standard Oil, will be a training – and employment – project for students. Construction should begin before the end of 1972.

Finally, an interdenominational religious center will be constructed by various denominations. No other space will be provided for separate churches within the College campus.



CONSTRUCTION proceeds at the permanent Tsaile site – late spring, 1972.



Preferential Hiring of Navajos in Construction

For the first time on the Navajo Reservation, including projects of the Tribe, the BIA and the U. S. Public Health Service, a preferential hiring system for Navajos is in effect that has teeth and can be enforced. The College and the Tribe are very proud of it. Such written agreements have been reached in the past, but they provided for no enforcement provisions. If a contractor ran into difficulty or criticism, he hired a Navajo or two – then let him (or them) go at the first excuse; and both sides seemed to concur.

At the College's construction site the unions have stated that they have no objections to Navajos doing the building. Skilled positions may be filled by Navajo union members, but membership in a union is not a condition of employment.

In short, a precedent is being set, the hiring clause is being honored, the contractor (the Alfred Brown Co. of Salt Lake City, Utah) and the subcontractors pay union rates, and good cooperation exists among the contractors, the unions, the Tribe and the College. As the Employment Relations Coordinator at the College says, "We want as many Navajos as possible to earn wages. It's their college, and it's located on their reservation."

It is estimated that at peak employment as many as 90 men will be working on the project, the number fluctuating as the work progresses toward completion. The College hopes to maintain a proportion of at least 90 percent workers who are Navajos, especially craftsmen such as carpenters, block layers and cement finishers, as well as laborers. Every effort is being made to maintain the satisfactory situation, perhaps even to increase the proportion of Navajos.

The project superintendent has stated repeatedly, "We are more than satisfied with the quality of work done by the Navajos."

The preferential hiring clause reads as follows:

PREFERENTIAL HIRING OF NAVAJOS

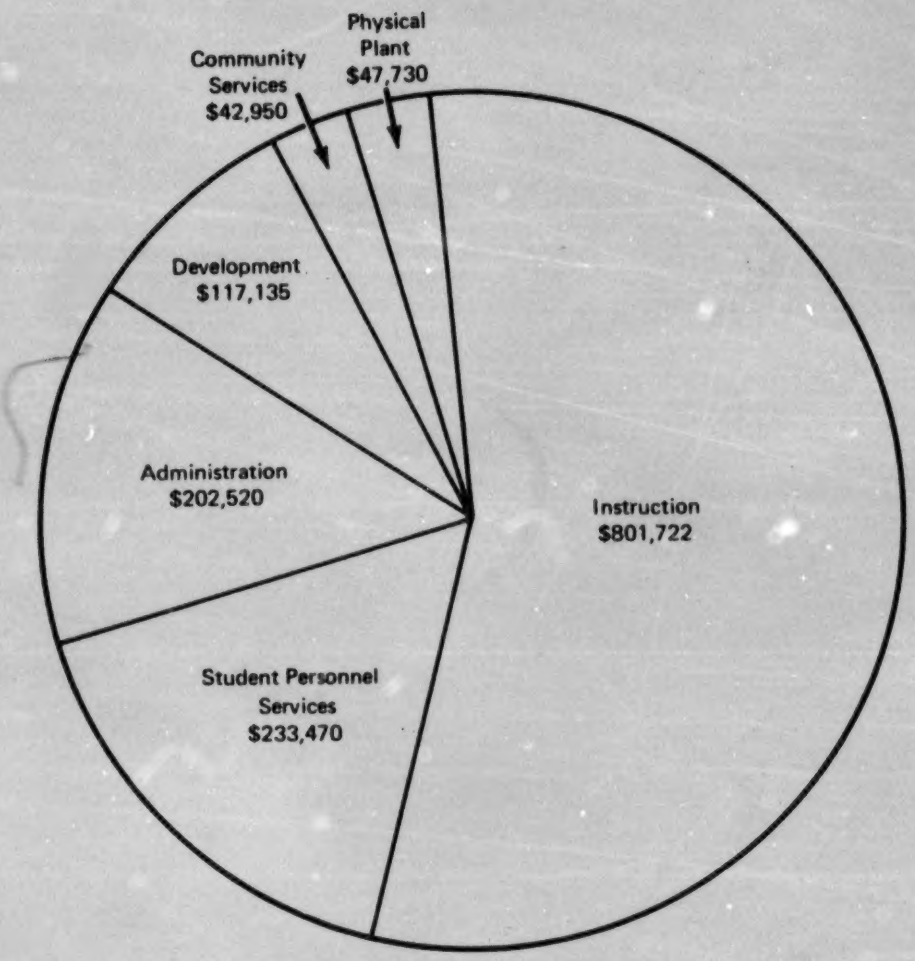
The Contractor and all subcontractors shall announce publicly [as required by 42 U.S.C. Para. 2000e-2(i), P.L. 88-352, title VII, Para. 703 (i)] that in performing work under this contract, they each will give preferential treatment to individuals who are Navajo Indians living on or near the Navajo Reservation. On initial hiring and whenever a job opening occurs thereafter, the Contractor and any subcontractor shall give written notice of such opening to the Navajo Employment Service (at Navajo Community College), stating the time when and the place where job applications will be accepted, and (except in emergencies) no non-Navajo shall be hired for any job until two working days shall have elapsed after delivery of such notice to the Service, unless the Service shall have certified that there are no persons on its registers having the necessary skills or experience for the job classification or craft required by the Contractor or subcontractor. If the job application of any Navajo is not accepted, the Contractor or the subcontractor, as the case may be, promptly shall send a written statement of the reasons for non-acceptance to the Navajo Employment Service. Nothing in this paragraph shall require the displacement of a non-Navajo employee hired for the project because a Navajo applicant becomes available.

FINANCING CHARTS ⟶

NAVAJO COMMUNITY COLLEGE

Expenditures for Operation

FISCAL YEAR 1972

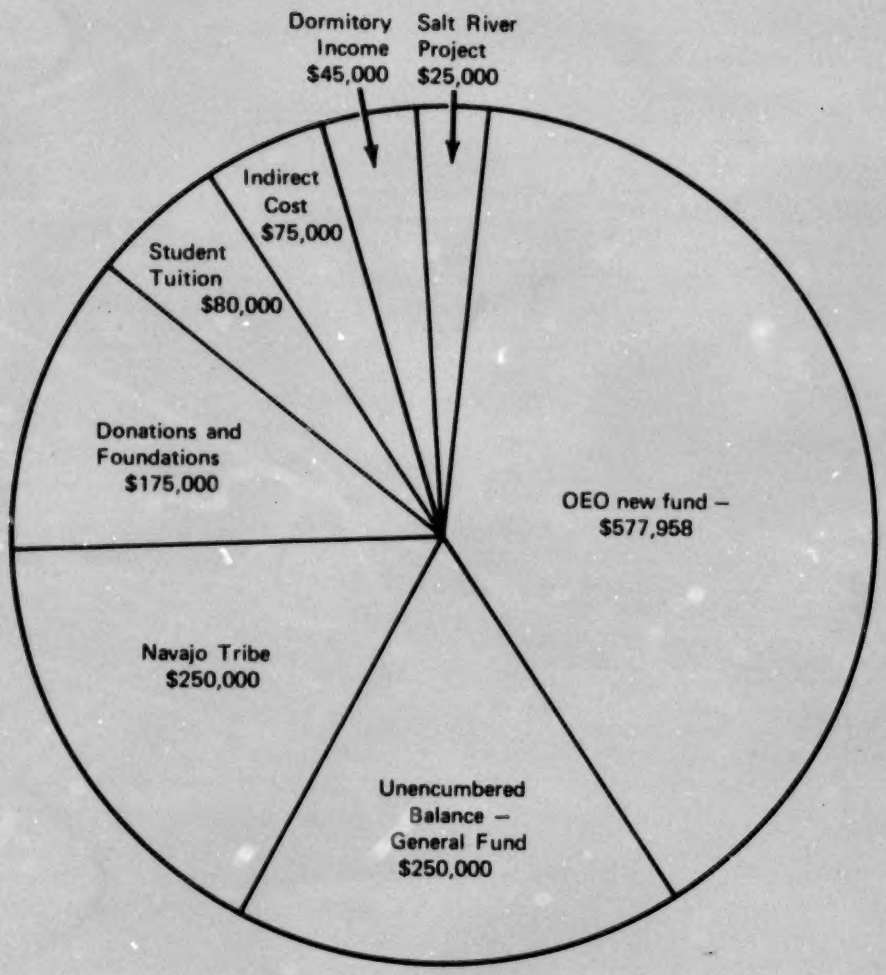


TOTAL: $1,445,527

NAVAJO COMMUNITY COLLEGE

Income for Operation

FISCAL YEAR 1972

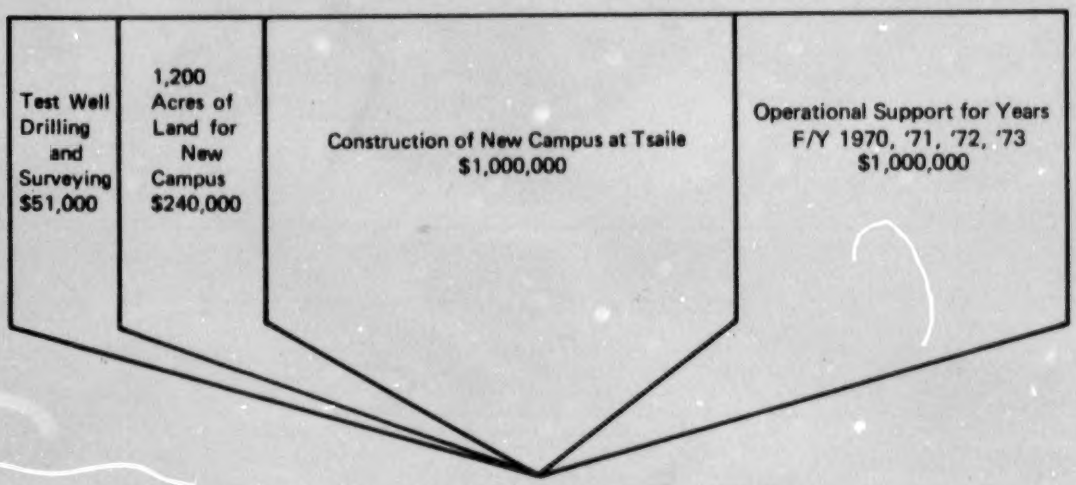


TOTAL: $1,477,958

NAVAJO COMMUNITY COLLEGE

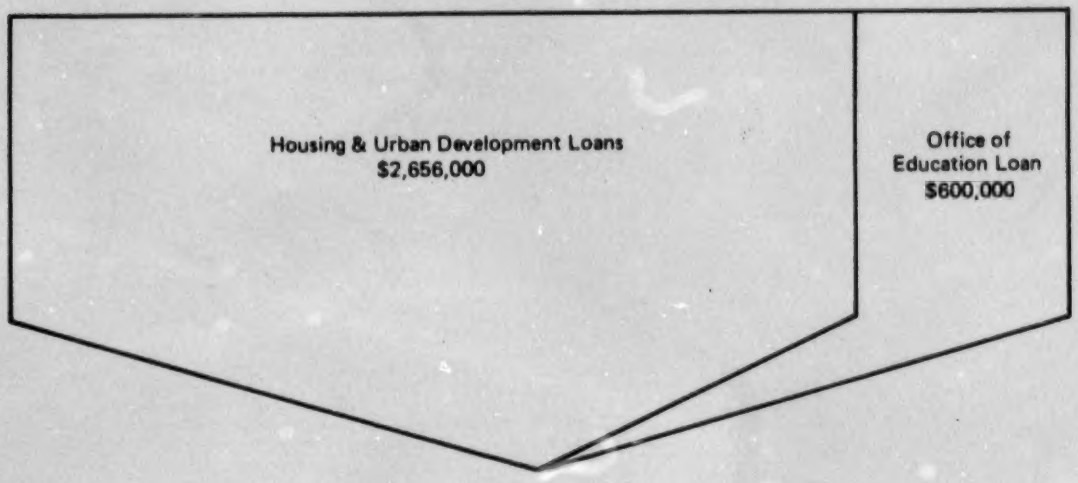
Navajo Tribal Support

Financial Support


Test Well Drilling and Surveying $51,000
1,200 Acres of Land for New Campus $240,000
Construction of New Campus at Tsaile $1,000,000
Operational Support for Years F/Y 1970, '71, '72, '73 $1,000,000

TOTAL: $2,291,000

Loans Guaranteed By Tribe



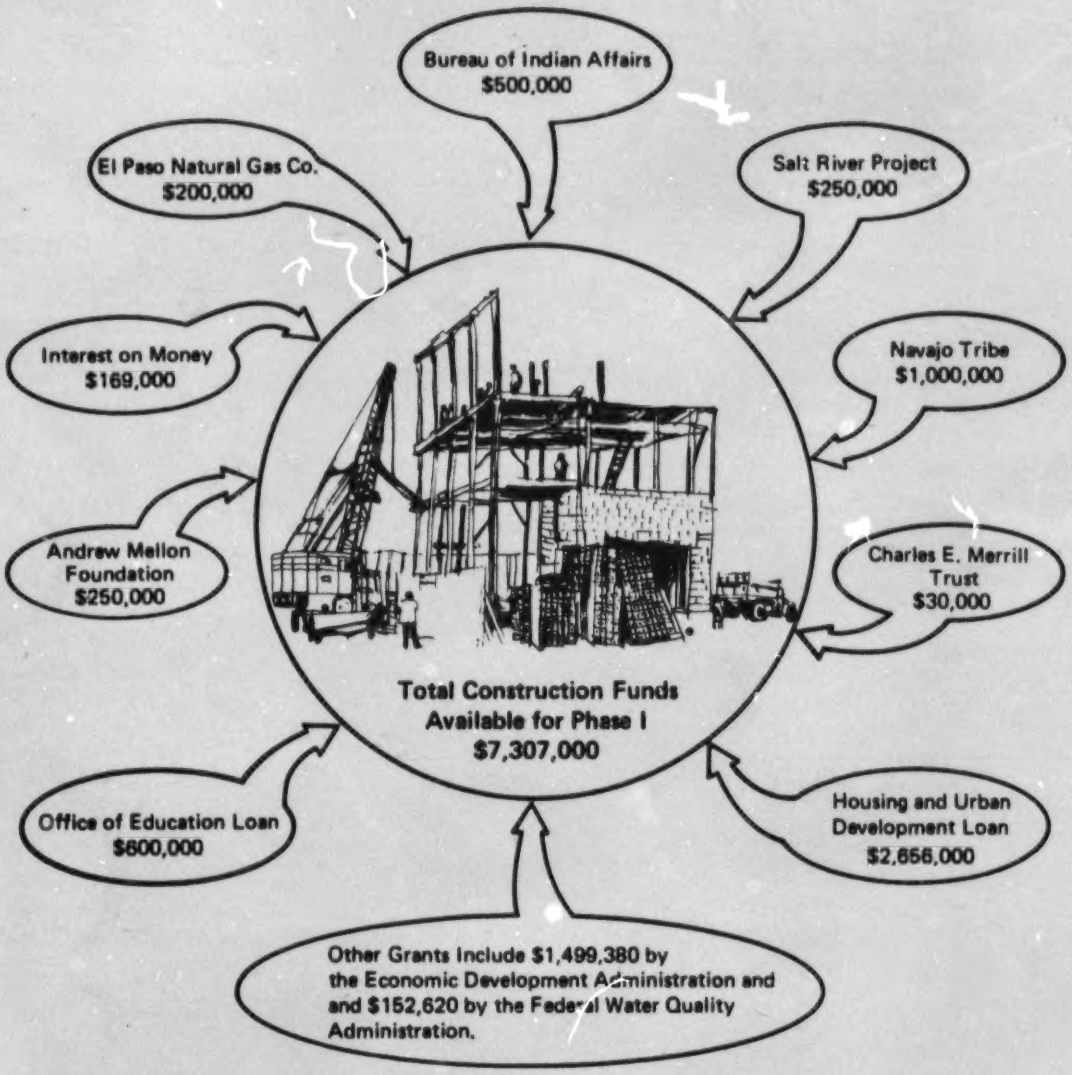
TOTAL: $3,256,000

GRAND TOTAL – NAVAJO TRIBAL SUPPORT: $5,547,000

NAVAJO COMMUNITY COLLEGE

Sources of Funds

PHASE I CONSTRUCTION

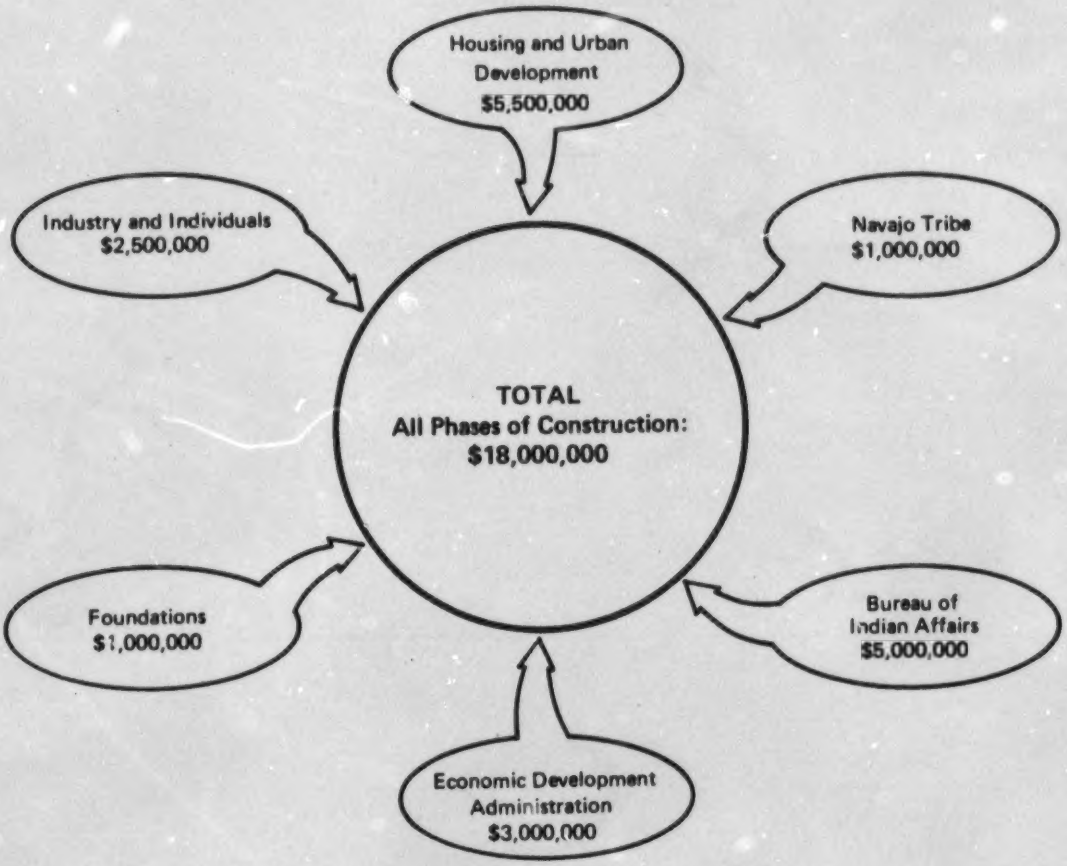


NAVAJO COMMUNITY COLLEGE

Sources of Funds for All Construction

PHASES I, II, III

Estimated Total Construction Costs for Navajo Community College by Source – To Accommodate 1,500 Students



THE NAVAJO CULTURE CENTER
AT
NAVAJO COMMUNITY COLLEGE

THE NAVAJO CULTURE CENTER

Identification of Need; Significance

When Navajo Community College moves to its beautiful 1,200-acre site at Tsaile Lake, in the center of the Reservation, the hub of the campus will be the Navajo Culture Center. The Tribe and the Board of Regents for the College agree that it will be the single most important building on the new campus. No structure such as the Culture Center ever has been built on the Reservation.

In the minds of the Navajos the center will serve not only as an educational and research place for Navajo and Indian studies, including the beautiful Navajo arts and crafts, but also as the shrine attracting and uniting all Navajos. The White House, the Capitol, the Washington Monument, the Lincoln Memorial, Mount Vernon, Monticello and many other places serve this function in American society. The buildings (shrines) are known to all Americans, and everyone looks with great anticipation to the time when he and his family can see for themselves these landmarks in American culture. Americans stand taller and prouder because of them.

The Navajos need and want such a shrine of their own which can serve to command respect and to help generate unity among all Navajos.

Over the years, as the Navajo Tribe discussed the establishment of a College, there was almost universal interest in the construction of a Culture Center. Today, there is an ever-increasing desire on the part of the Navajo people to retain their identity and to move forward into the future with confidence acquired through knowledge of their heritage and culture.

When the College came into being, and when the all-Navajo Board of Regents was established to guide and control it, the Regents continued to echo the earlier sentiment of Navajo leadership in planning to locate a Navajo Culture Center at the new College. During 1968-'69 an advisory group of medicine men and other Navajo elders was founded, and conversations and meetings were held between this body and the Board of Regents to discuss construction of the Center. There was complete agreement that the proper location would be at the College rather than at Window Rock or some other governmental headquarters of the Tribe or the Bureau of Indian Affairs.

Functions of the Center

In those discussions with the advisory group and other Navajos it became apparent that what was wanted was not merely a museum wherein relics from the past could be viewed with detachment and calm reverence, but, rather, the Navajo Culture Center was envisioned as a living Center for a progressive and dynamic culture which has strong roots in a beautiful and powerful past. In brief, the Center was not seen as a museum to display Navajo and other Indian artifacts, but as a living shrine where the vitality and strength of Navajo culture could be studied and encouraged.

Following this thinking, the Center was conceived as a place where courses and classes would be offered in the Navajo Studies program, including arts and crafts. Also, the Center was seen as a location for resource materials to be used by Navajo students and others as they learn about the rich culture of the Navajos. The purpose of the Center, thus,

would be to help clarify and identify a positive self-image on the part of Navajo students and other Navajos so that all could be better equipped to live successfully in today's world.

Certain material in the Center would be for use by Navajos only; sacred information which Navajo elders felt should be restricted would be available solely to Navajos. Other materials would be for use by everyone interested in Navajo life and culture.

During the discussions held with the medicine men, it was agreed that the Center should be in a traditional Navajo architectural design, and, if possible, it should be patterned after the mythological home of the Sun which is located in the Western Ocean. In Navajo stories, Changing Woman, the most revered of the Navajo Holy People, left Navajoland to live with her husband, the Sun, in a beautiful home built especially for her in the West by her husband. This home was visited by some of the early Navajos, and, when they returned to their homeland in the Southwest, they brought with them stories of that wonderful place. These stories still are known and told today. They describe Changing Woman's home as having the eastern wall made of white shell, the southern wall of turquoise, the western wall of abalone shell and the northern wall of jet. In the beauty of the description of Changing Woman's home in the West lie many rich memories of the Navajo people. And the Culture Center's design will follow that traditional description of the home, including sanctuary walls made of white shell, turquoise, abalone shell and jet.

As mentioned above, Americans have a number of shrines or semi-sacred places which give cohesiveness to their heritage and strength to their future. These shrines are in the minds and memories of most members of the great American society, and they enrich tremendously the concept of being an American. The Navajos want, and are so entitled, to have a special place which gives special meaning to being a Navajo.

At present, the Navajo people have no such place with which they can identify proudly and which can symbolize what is great and what is good in being a Navajo. It is true that at Window Rock there is a Navajo Tribal Council Building which was built by the Bureau of Indian Affairs at the direction of the Commissioner of Indian Affairs, John Collier, in the 1930s. This building perhaps comes closer than any other to beginning to fill a void among the Navajos; but, clearly, its origin came not from the Navajo people but from the non-Indians. The College is the first and only institution created by the Navajos themselves and established at their direction. It is altogether fitting and proper that at such an institution should be built a Culture Center which can embody, in a visible as well as a symbolic manner, the hopes and aspirations of the Navajo Nation.

In light of the need for the Center, it is indeed revealing to note that the Navajo people placed the construction of classroom buildings and dormitories ahead of the construction of the Center. They did this with clear understanding that the next priority would be the Culture Center.

In other words, the Navajo Tribe earmarked its money, and other money collected for Phase I construction, for buildings necessary to the operation of an institution of higher education. The Tribe recognized the primacy of such needs and was willing to delay the establishment of the heart of the College – the Navajo Culture Center – until such time as the needs of the mind could be given adequate attention. Now is the time to construct the Center. No further delay is justified or excusable.

The importance and significance of the Navajo Culture Center are undisputed. The crucial problem is one of finding additional funds so that it can be constructed as soon as possible. It would be tragic indeed if the Navajos, who have started the first College on an Indian reservation, were denied the opportunity to enjoy a Center dedicated to Navajo culture and heritage. It would seem appropriate for other Americans to assist the Navajo Tribe in realizing the establishment of the Center at Navajo Community College.

During the period from 1789 to 1871, the United States Government solemnly pledged its word 370 times in signing treaties with many Indian tribes. We have a perfect record in reverse in that we have not kept a single one of those treaties. Many Americans feel a sense of guilt regarding what happened in the past to the Indian Americans, but a sense of guilt accomplishes nothing, and it is of no value in righting past wrongs. The opportunity to support the largest tribe of Indians in the realization of a Culture Center dedicated to their Indianness and their future indeed would be a proper way to do something positive and visible about eliminating, or at least reducing, those guilt feelings. For the Navajos now to be able to construct their Culture Center would demonstrate more than all the words in the world that there are Americans who care and wish to right the past record of wrongs and are willing to assist the Navajos in the realization of their dream.

If the Tribe were able to build the Center within the next 12 months, it is estimated that at least 20 percent of the cost could be saved compared to the sum that would be needed, because of rising prices and wages, if construction were delayed one or more years.

The Building

The Center will be the first building one will see as one enters the campus. It will stand on a high point in the eastern portion of the campus and will face east, as does any traditional Navajo structure. It will be the point of emphasis on the entire campus, both from its location and from its function. There will be a total of 43,000 square feet in the Center; and, if it could be constructed now (1972) it could be built at an estimated cost of approximately $35 per square foot, for a total of $1,690,000. Cost of furnishings and equipment would add approximately $170,000.

The building, in every sense of the word, will be a living memorial to the Navajo way of life and will reflect the vigor of Navajo culture. Within it will be located offices for the personnel in the Navajo Studies program. There are, at present, 10 full-time instructors in Navajo Studies as well as eight secretaries, artists, translators and field personnel.

The structure also will include a lecture hall, classrooms and audio-visual laboratories, as well as display and exhibition rooms. In addition, a sanctuary and specialized space will be provided. [All details are made clear in the architectural drawings which are reproduced on the following pages.]

The actual design and planning are in the hands of a group of Navajo medicine men, working under the direction of the Board of Regents. As a result, the building will reflect the essence of Navajo culture in ways that these respected Navajos think appropriate.

The Center will be the focal point of the entire campus. Without it, the campus would lack true integrity and purpose.

During the past 10 years the Navajo Tribe has embarked upon an extensive program wherein some of the stories known only to certain medicine men and elders have been recorded so that they will not be lost when these individuals die. At present, the Tribe, as a whole, has a collection of thousands of tapes containing this rich lore and tradition. However, there is no adequate, safe, damp-proof place where these priceless materials can be stored; and, consequently, a majority of them lie in the Bureau of Indian Affairs vault in Window Rock – inaccessible to everyone and deteriorating daily.

In Summary . . .

The purpose of the Culture Center is not only to provide a depository for these rare recorded tapes, as well as for other rich physical materials which have been, and will be,

donated to the Culture Center by Navajo people and others, but, also, to serve as a study center where Navajo young people can learn of the richness of their own traditions and heritage. Such use will be one of the living functions of the Culture Center – one which has stimulated the attention and hope of many Navajo youths. In 1972 the president of the student body of Navajo Community College, Richard Begay, who also is a member of the Board of Regents, made the following statement:

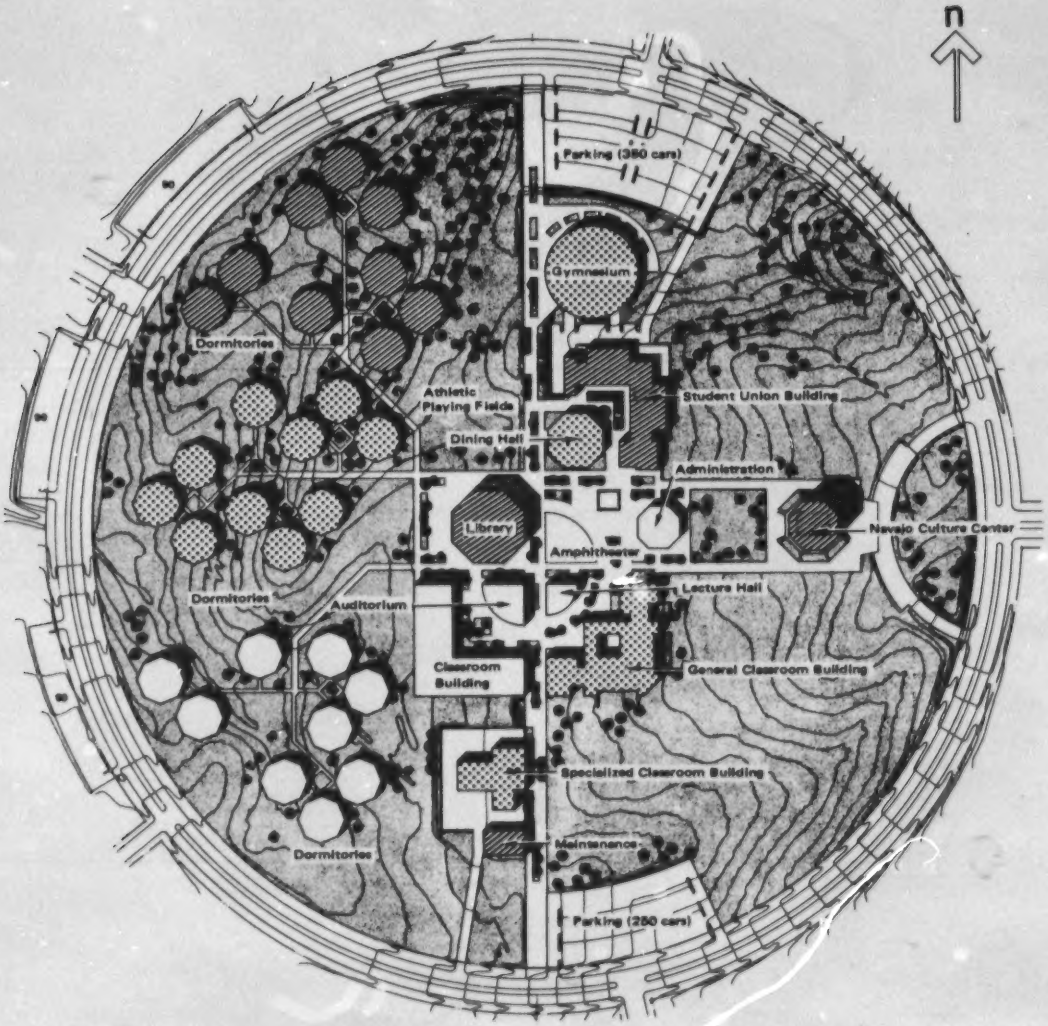
> "In my estimation the most important building to be constructed at the new site is the Navajo Culture Center. It will serve as a living reminder to all Navajos, and particularly to the youth, concerning the richness and strength of Navajo traditions. This is not a 'back to the blanket movement' but, rather, a means wherein we can with greater confidence face the future and move forward."

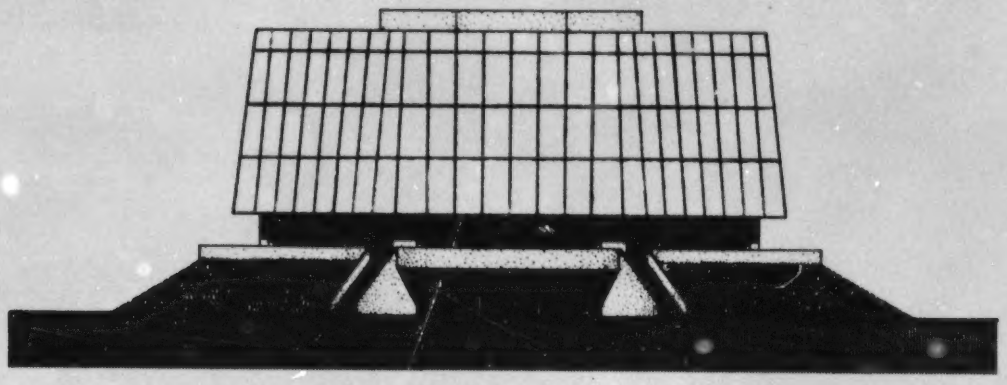
The Chairman of the Navajo Tribe, Peter MacDonald, who also is a member of the Board of Regents for the College, commented with deep feeling:

> "I believe that the Culture Center, which is to be constructed at the College, will be the most important structure ever built on the Navajo Reservation. It is my earnest hope that other Americans will help us realize this endeavor so that we can have the Center when the first phase of construction at the new College is completed."

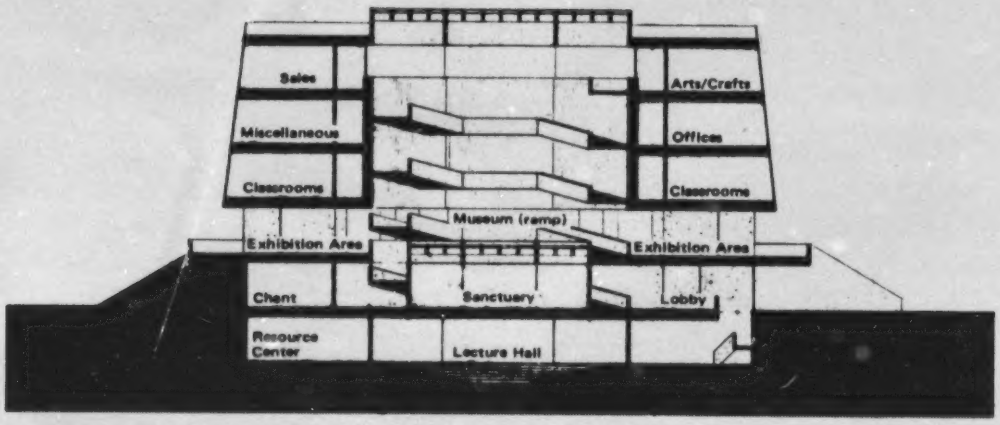
ATAH CHEE YELLOWHAIR, instructor in basket weaving, explains a "how-to-do-it" problem to Geralyn Slaughter, a student from Indiana who came to the College to study Navajo Arts and Crafts.

Navajo Community College
Campus Master Plan

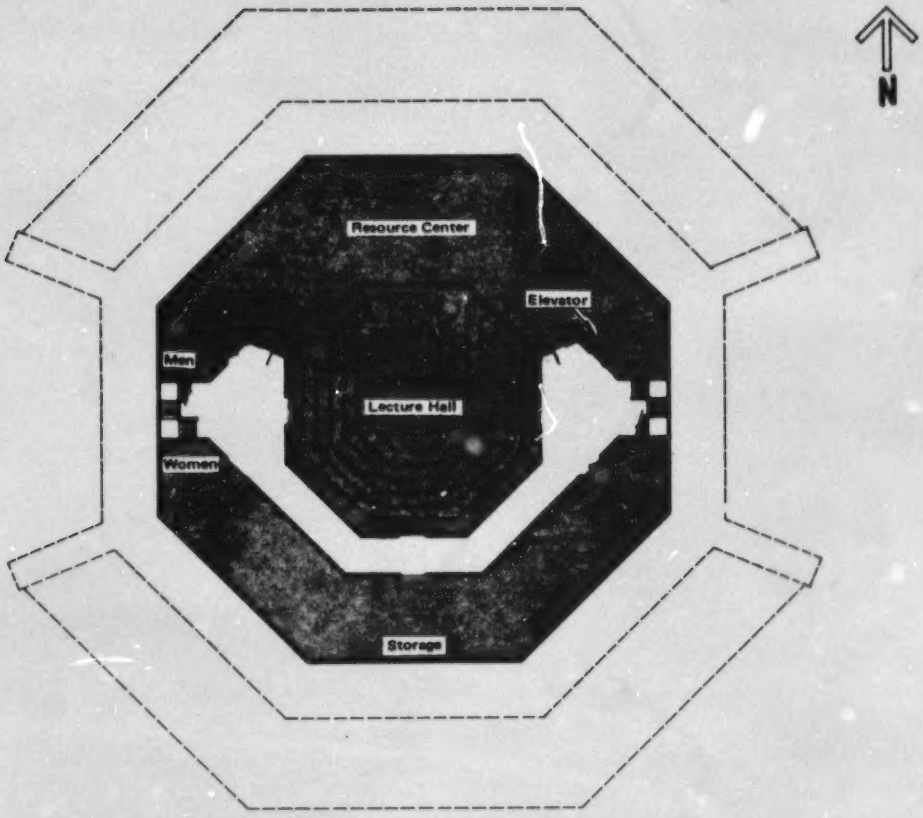




East Elevation of Navajo Culture Center

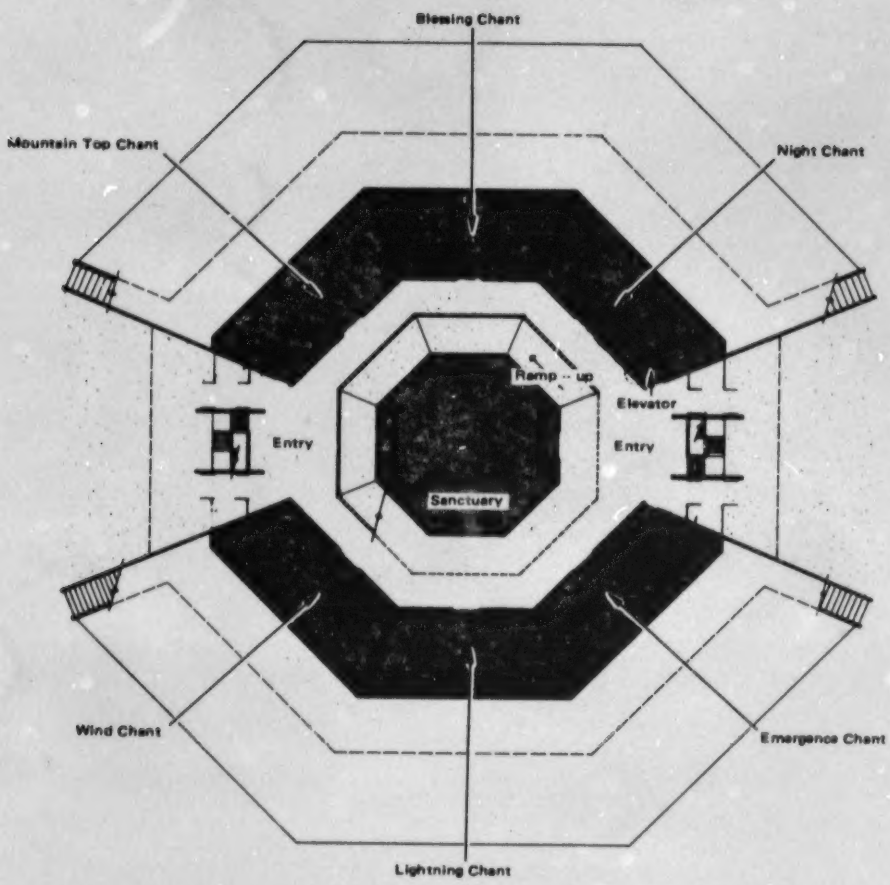


Cross Section – (The Navajo museum display along the ramp will depict the emergence and growth of the Navajo Nation from the earliest times to the present.)



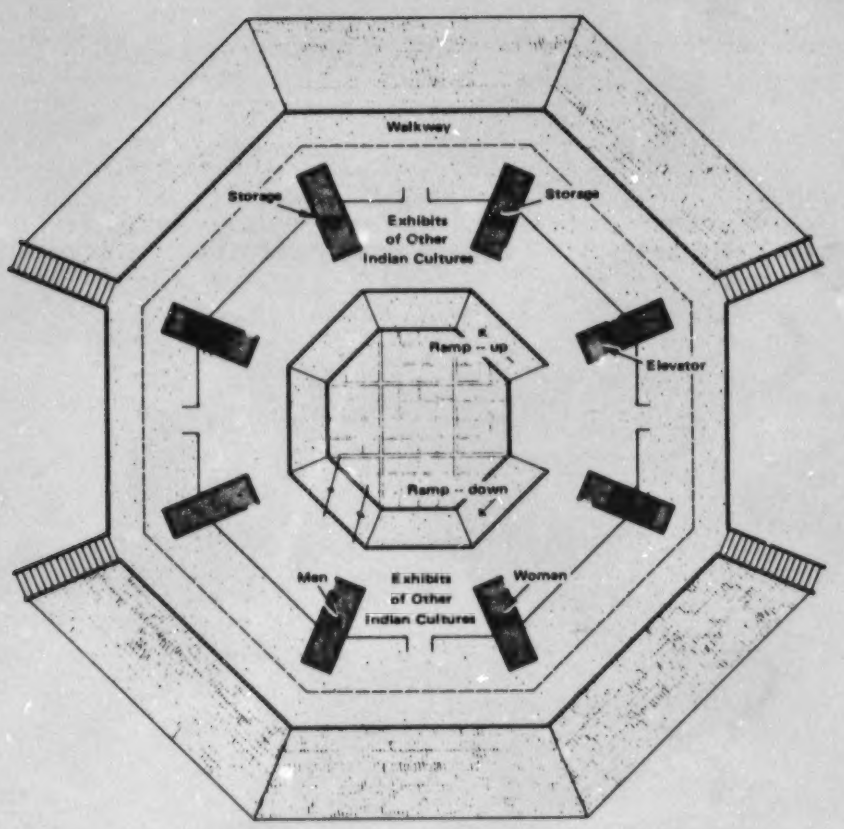
Lecture and Work Areas

BASEMENT



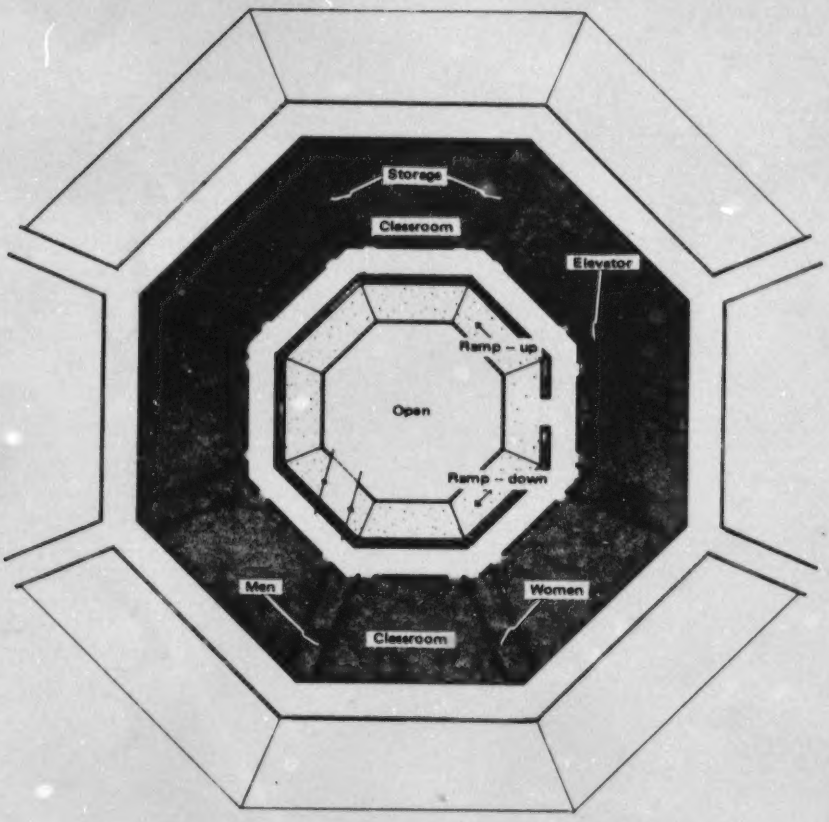
Sanctuary and Chant Rooms

FIRST FLOOR



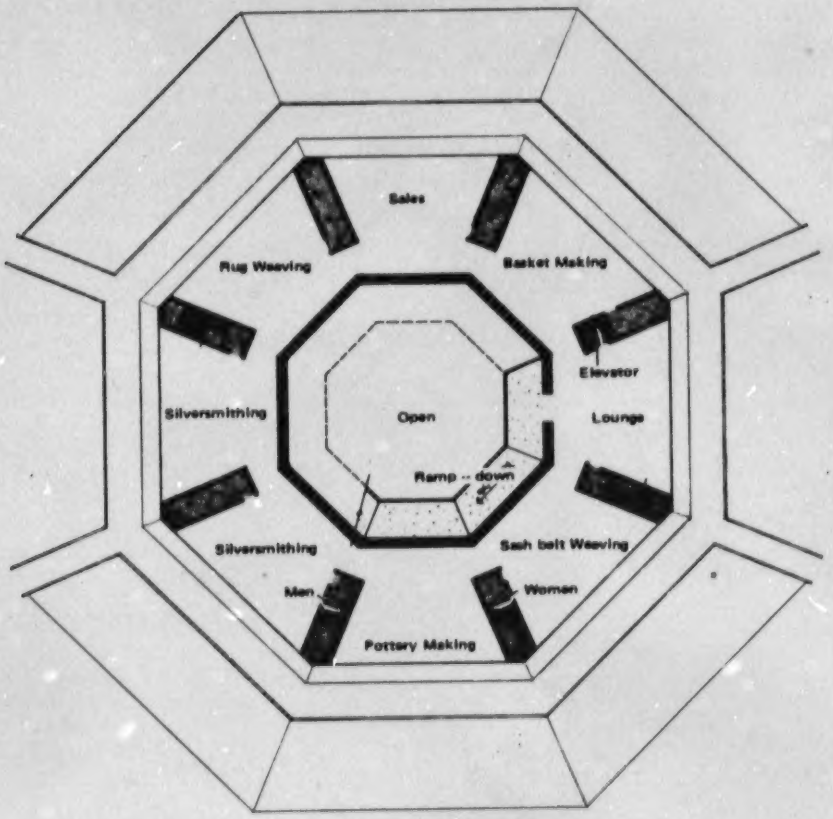
Navajo and Other Indian Museum

SECOND FLOOR



Classrooms and Offices for Navajo and Indian Studies

THIRD AND FOURTH FLOORS



Arts and Crafts Classrooms

FIFTH FLOOR